DOCUMENT RESUME

ED 130 138 CE 008 908

AUTHOR	Curry, Charles; Crosen, Roger
TITLE	Work Ethics for Today's Youth. Teacher's Guide.
INSTITUTION	Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
REPORT NO	VT-103-240
PUB DATE	Jun 76
NOTE	173p.
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Career Education; *Employment; Ethical Instruction; *Ethics; Grade 10; Grade 11; High School Curriculum; Individual Development; Instructional Materials; Learning Activities; Secondary Education; *Teaching Guides; *Vocational Education; *Work Attitudes

ABSTRACT

This teaching guide provides vocational teachers with a method for implementing work ethics instruction. Twenty-three lesson plans are included, which are organized into eight instructional units: Learning about Work; Developing Personally; Conducting Yourself Ethically; Developing Human Relations Skills; Getting a Job; Performing on the Job; Managing Money; and Working Is for Everyone. Each lesson contains student objectives, motivation techniques, learning activities, content summary, teaching aids and references, and an evaluation technique. More than 20 different student activities are included in the motivation techniques and learning activities throughout the guide. Although the materials may be used in any regular classroom setting, field testing revealed that they are most relevant when taught at the 10th and 11th grade levels. (Author/NJ)

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ED130138

WORK ETHICS FOR TODAY'S YOUTH

CONDUCTED UNDER PART C OF PUBLIC LAW 90-576

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June 1976

VT-103-240

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FOREWORD

The American work ethic is apparently undergoing one of its greatest periods of change. Some sociologists have termed this time in our history as the era of the eroding or declining American work ethic. Today in our society shoddy merchandise is becoming more prevalent, management complains of high rates of sabotage, negligence, absenteeism and drug addiction, employee dissatisfaction is becoming more evident, and less than half of the white-collar workers and only one-quarter of the blue-collar workers would choose to enter the same field of work if they were able to start again.

The role that the American family is playing in perpetuating the American work ethic is diminishing. The educational institution has the wherewithal and the obligation to assert some definite leadership in maintaining, or more appropriately improving, the American work ethic.

This document has been prepared in accordance with the second phase of a research project titled, "A Compilation, Preparation and Distribution of Instructional Materials that Emphasize Positive Work Ethics in Relation to Occupational Choice." The project was conducted in cooperation with the Virginia Division of Vocational Education and under part C of Public Law 90-576. This publication was designed to provide vocational teachers with a guide for implementing work ethics instruction.

This teacher's guide includes 23 lesson plans which are organized into eight instructional units. Vocational teachers should be able to teach the entire course if necessary or pull out applicable units or lessons as needed. More than 20 different student activities are included in the "motivation techniques and learning activities" throughout this teacher's guide.

These instructional materials may be used in any regular classroom setting and are designed for minimal planning and preparation on the part of the teacher. However, in these instructional materials, as with any other, the teacher is the key to a successful lesson and some preclass planning is always necessary.

The field testing of these materials revealed that they are most relevant when taught on the tenth or eleventh grade level. Certain individual lessons, however, will work well in lower or higher grades.

Vocational teachers are encouraged to teach the subject of work attitudes. Contrary to much popular belief, attitudes are learned and are subject to adjustment, both positive and negative.

ACKNOWLEDGMENTS

The contributions of a number of individuals are to be acknowledged in the development of this publication. Without the efforts of persons who are interested in the development of positive work attitudes within young people and who contributed to, wrote, edited, typed and field tested these materials, this teacher's guide would not be available. These dedicated persons include the following:

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INSTRUCTIONS

The following instructions are recommended to teachers who use this teacher's guide.

1. Take off the binder and place instructional materials in a loose leaf notebook so that individual pages may be copied and transparencies made as appropriate.

2. Examine the contents and implement individual lessons, units, or the entire course into teaching calender as it will supplement the instructional program.

3. Obtain additional supplementary instructional materials recommended in "reference" section of each lesson or found in An Annotated Bibliography of Instructional Materials Which Emphasize Positive Work Ethics.

4. Teach the lessons, units or entire course at the grade level where it fits best into instructional program. (The eleventh grade is the suggested grade level for implementation.)

5. Prepare for each lesson. (Although the lesson plan format used in this publication should minimize a teacher's planning time, some planning is always necessary.)

UNIT TITLE: Learning About Work

LESSON TITLE: Introducing Work

STUDENT OBJECTIVES:

I. Given instruction in the "Introducing Work" unit and a written test in a classroom situation, the student will define work with 100% accuracy.

II. Given instruction in the "Introducing Work" unit and a written test in a classroom situation, the student will list three steps in choosing an occupation with 100% accuracy.

MOTIVATION TECHNIQUE:

Ask the students to bring into class pictures of five different goods produced and/or services performed by workers.

LEARNING ACTIVITIES:

The class will develop a bulletin board using one of the following themes:

I. "Introduction to Work"
II. "What is Work?"
III. "Why Work?"
IV. "The Joy of Work"
V. "Plan Your Work, Then Work Your Plan"

The class will discuss work, using the bulletin board to stimulate ideas.

The class will read, discuss and react to the class handout (SM #1).

TEACHING AIDS AND REFERENCES:

I. Aids

A. Bulletin Board (not furnished)

B. Art Supplies (not furnished)
  1. Construction paper
  2. Scissors
  3. Staplers
  4. Masking tape
  5. Crayons

C. Student Material (SM) #1 - "Introducing Work"

D. Audio Visual Materials (not furnished)
  Creedman, Michael, and Bee Morris. Working. Santa Monica, California: BFA Educational Media. (filmstrips and cassettes or records)

II. References

A. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

B. Lee, Jasper S. Exploring Agricultural Careers... The Importance of Work. Blacksburg, Virginia: Division of Vocational-Technical Education, V.P.I. & S.U., 1975.

C. State Department of Education. World of Work. Columbia, South Carolina, 1971.

CONTENT SUMMARY:

I. What Is Work?

A. Work provides goods and services to society.

B. Work may be wage earning.
  1. teacher
  2. department store clerk
  3. farmer
  4. truck driver

C. Work may be wage saving.
  1. work in the home
  2. volunteer work
    a. hospital work
    b. day camp work

II. What Does Work Provide?

- A. Work provides necessities.
  - 1. food
  - 2. shelter
  - 3. clothing
- B. Work provides luxuries.
  - 1. car
  - 2. color television
  - 3. air conditioning
  - 4. vacation home
- C. Work provides personal satisfaction.
  - 1. a sense of belonging and worth by holding a job
  - 2. pride and accomplishment in a job well done

III. Why Work?

- A. Time spent at work
  - 1. forty hours/week
  - 2. two thousand hours/year
  - 3. ninety thousand hours/lifetime (45 years)
- B. The Joy of Work (SM #1)

IV. What Does Work Require?

- A. Choosing an Occupation
  - 1. Work requires proper education.
    - a. high school
    - b. technical school
    - c. college
    - d. graduate school/professional school
  - 2. Work requires proper technical education.
    - a. vocational education in high school
    - b. apprenticeship
    - c. on-the-job-training
    - d. community college vocational education
  - 3. Work and personal characteristics go hand in hand.
    - a. ethical conduct
    - b. human relations - employer, employee
    - c. job performance
- B. Think, study, and choose your occupation with care.

EVALUATION TECHNIQUE:

Use the following test questions:

I. Define work.
II. List three steps in choosing an occupation.

Situation #1: Hank Cole's usually pleasing disposition has not been the same since his injury at the plant. Although his injury is not serious, the doctor has advised him to recuperate at home for four weeks. This is Hank's third week at home. His patience with his wife and children is limited. He is restless. He sleeps late in the morning and takes an afternoon nap, not because he is tired but because he is bored.

Hank can't wait to return to work. These weeks without work have made him realize what an important part of his life work is.

Question: What does work mean to you?

Situation #2: Ginny has a deadline to meet for Friday's conference. She has to get the designs finished by tomorrow. The only possible way to complete her project is to work late at the office tonight. At midnight when Ginny leaves the office, she has a sense of pride and accomplishment in her work. She does not think of the 14-hour day she has just completed but only the thrill of completing her first major project. She would not relish a day like this everyday, but today it was fabulous.

Question: How would you feel after such a day - miserable or happy? Why?

Situation #3: My neighbor, Tom, has just won the "Million Dollar Lottery." Wow! $20,000 a year for 50 years. What a dream! Tom and his family can now settle down to a life of leisure. Why, Tom doesn't ever have to set foot in the store where he works again.

Tom sees his winning in a different light. He now has security and money in the bank. He will not give up his job. He enjoys his work and besides, what would he do with himself with all that time on his hands?

Questions: How would you use your time if you did not have to work? Would your time be productive?

UNIT TITLE: Learning About Work

LESSON TITLE: Learning the Importance of Work

STUDENT OBJECTIVES:

I. Given classroom instruction and a written test the student will list with 100% accuracy two physical reasons for working.

II. Given classroom instruction and a written test the student will list with 100% accuracy two social reasons for working.

III. Given classroom instruction and a written test the student will list with 100% accuracy two emotional reasons for working.

IV. Given classroom instruction the student will complete the student worksheet with 80% accuracy.

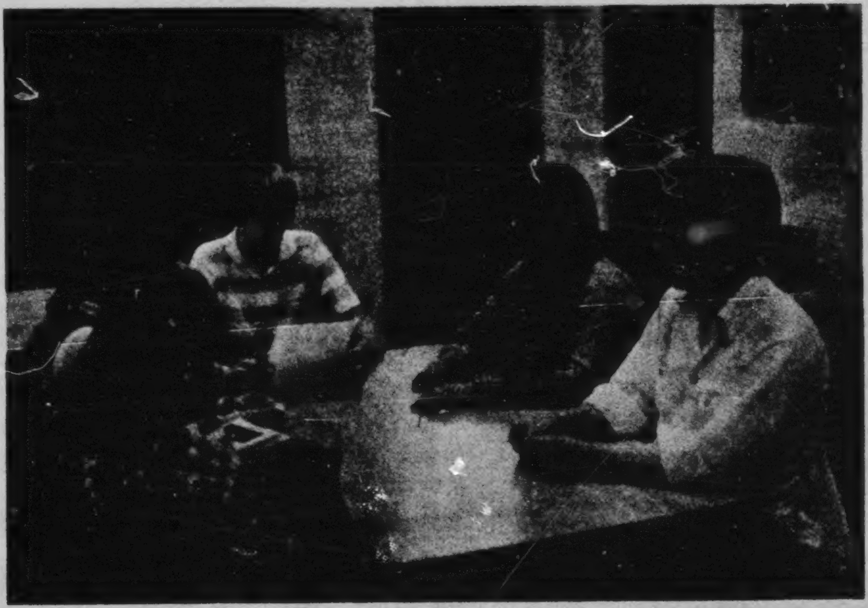
MOTIVATION TECHNIQUE:

Relate this lesson to current events by using newspaper and magazine articles to tell your students about the importance of work. Some topics to consider are:

I. Family life and work
II. Mental and physical health vs. work
III. Life without work

LEARNING ACTIVITIES:

Complete and discuss the student worksheet (SM #1).



TEACHING AIDS AND REFERENCES:

I. Aids

A. Student Material (SM) #1 - "Learning the Importance of Work"

B. Audio Visual Materials (not furnished)
Guidance Associates. The Changing Work Ethic.
Pleasantville, New York: Guidance Associates, 1973.
(filmstrip, record, and teacher guide)

II. References

A. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

B. Lee, Jasper S. Exploring Agricultural Careers... The Importance of Work. Blacksburg, Virginia: Division of Vocational-Technical Education, V.P.I. & S.U., 1975.

C. State Department of Education. World of Work. Columbia, South Carolina, 1971.

CONTENT SUMMARY

I. Physical Aspects of Work

A. Work provides physical necessities.
  1. food
  2. shelter
  3. clothing

B. Work keeps you healthy physically. Some occupations are more physically oriented than others.
  1. professional athletes
    a. football player
    b. jockey
    c. tennis player
  2. construction worker
  3. lumberman

C. Work provides physical activity which prevents boredom and consumes time.

II. Social Aspects of Work

A. Work benefits society.
  1. People serve people.
    a. Physicians serve their patients by providing health care.
    b. Policemen serve the public by protecting property and lives.
    c. Building custodians serve the public by keeping buildings clean and safe.

2. Industry serves people by providing goods and services society needs to live.
   a. A dairy co-op provides food.
   b. A paper company provides lumber to build homes.
   c. A textile mill makes the cloth we need for clothing.

B. Work benefits individuals.
1. Work allows you to meet people of different ages, races, and socio-economic backgrounds.
2. Work helps you to relate, communicate and get along with other people.
3. Work develops friendships and closeness among people.
4. Relationships developed in work continue outside of work, sometimes resulting in friendship.

III. Emotional Aspects of Work

A. Work builds up self-confidence in one's abilities.

B. Work allows for a worker's creativity.

C. A worker receives recognition and approval from family, friends, and fellow workers when his job is done well.

D. A worker has a feeling of worth by providing for the welfare of himself and others (his family).

E. A worker has a sense of belonging by working for a specific company, industry or for himself (self-employed).

F. Work keeps you mentally active and healthy.

EVALUATION TECHNIQUE:

Use the following written test questions:

I. List two physical reasons for working.
II. List two social reasons for working.
III. List two emotional reasons for working.

"Greeting his pupils, the master asked,

'What would you learn of me?'

And the reply came:

'How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellow men?
How shall we play?
For what ends shall we live?'

And the teacher pondered these words,
and sorrow was in his heart,
for his own learning touched
not these things."*

1. In the above poem, how does work relate to each question asked by the students?

2. A nurse and a baseball player both stay physically healthy by their work. How do they do this?

3. Is a baseball player working when he plays ball?

4. Consider your father's or mother's close friends. Does work have an influence on friendships?

5. In the following list of occupations, which occupations are not needed by our society?

Artist
Bricklayer
Camp Counselor
Dental Assistant
Entomologist
Funeral Director
Grocer
Historian
Industrial Launderer
Janitor
Keypunch Operator
Legal Secretary
Mason
Nutritionist
Oceanographer
Plumber
Quality Control Inspector
Receptionist
Safety Engineer
Typist
Urban Planner
Vegetable Grower
Warehouseman
X-ray Equipment Serviceman
Yard Laborer
Zoo Attendant

---

*Chapman, J. C., and George S. Counts. Principles of Education. Boston, Massachusetts: Houghton Mifflin Co., 1924.

UNIT TITLE: Developing Personally

LESSON TITLE: Being Healthy for Your Job

STUDENT OBJECTIVES:

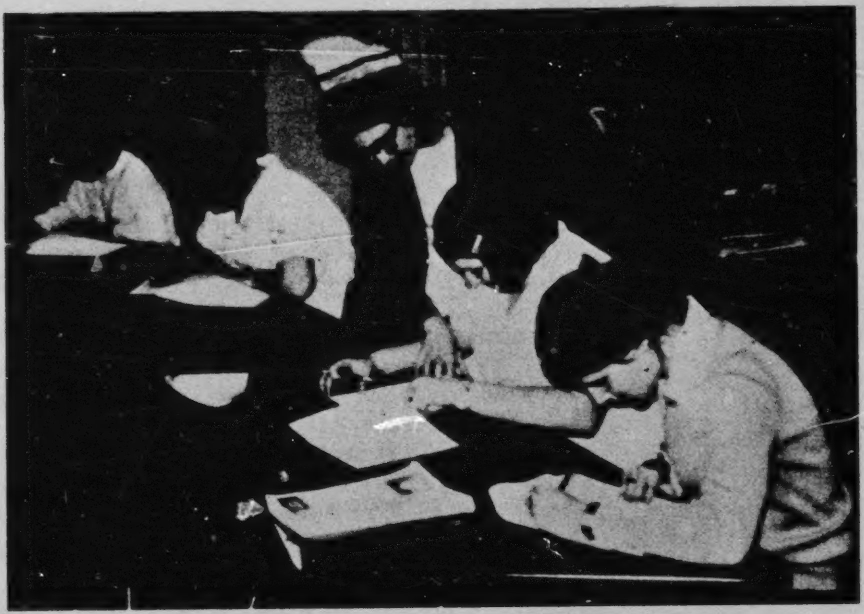
I. Given instruction in health and a written test in a classroom situation, the student will list four physical essentials of good health with 100% accuracy.

II. Given instruction in health and a written test in a classroom situation, the student will list two mental essentials of good health with 100% accuracy.

III. Given instruction in health and a written test in a classroom situation, the student will list two effects of good health on the job with 100% accuracy.

MOTIVATION TECHNIQUE:

Invite the school nurse to visit the class and discuss the importance of health to the success and happiness of each individual.



LEARNING ACTIVITIES:

Divide the class into three groups and ask each group to develop a list of items for these three topics:

I. Physical essentials of good health
II. Mental essentials of good health
III. Effects of good health on the job

(NOTE: The instructor may want to give one example to each group to get them started).

Have each group elect a spokesman and a secretary to record and report the group's ideas to the entire class.

TEACHING AIDS AND REFERENCES:

I. Aids

A. Overhead Projector (not furnished)

B. Teacher Material (TM) - Transparencies
1. TM #1 - "Desirable Weights for Men"
2. TM #2 - "Desirable Weights for Women"
3. TM #3 - "Good Posture When Standing"
4. TM #4 - "Good Posture for Sitting"

II. References

A. Grimes, L.A., Jr. Student's Personal Adjustment To Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

B. Local school health text

CONTENT SUMMARY:

I. Physical Essentials of Good Health

A. Have regular examinations by the family doctor and dentist.

B. Follow regular eating habits and eat well-balanced meals.

C. Eat moderate amounts of food to avoid becoming overweight. The most serious weight problem in the United States is being overweight.
(TM #1 - "Desirable Weights For Men")
(TM #2 - "Desirable Weights For Women")

D. Get adequate sleep each night (at least 8 hours).

E. Exercise regularly.

F. Practice good posture at all times.
(TM #3 - "Good Posture When Standing")
(TM #4 - "Good Posture For Sitting")

G. Follow the rules of good personal hygiene, such as brushing your teeth twice a day.

H. Avoid activities which damage your health; i.e., smoking, drinking, and using drugs.
    1. smoking
        a. The risk of premature death is about 70 percent higher for men who smoke cigarettes than for men who do not.
        b. Smoking can cause cancer, chronic bronchitis, or heart disease.
    2. drinking
        a. Excessive drinking can lead to alcoholism.
        b. Alcohol contributes to, or is associated with, 50 percent of fatal motor vehicle accidents in the U.S.
        c. Drinking on the job can get you fired!
    3. using drugs
        a. Drugs are illegal and, therefore, can lead to heavy fines and/or imprisonment.
        b. Drugs can have damaging physical, psychological, and emotional effects for the user.
        c. An overdose of drugs can lead to death!

II. Mental Essentials of Good Health

A. Avoid worry. Worry can cause many physical problems such as stomach ulcers, high blood pressure, or headaches.

B. Cooperate and make friends with others. This gives you a sense of security and happiness.

C. View life optimistically and face each challenge as a pleasant opportunity.

D. Be willing to accept your limitations and capabilities and to make the best of what you have.

III. Job Effects of Good Health

A. Makes work more enjoyable

B. Contributes to good job performance

C. Helps to avoid injuries

D. Makes you more tolerant of bad situations

E. Helps you to be accepted by others

EVALUATION TECHNIQUE:

Use the following written test questions.

I. List four physical essentials of good health.
II. List two mental essentials of good health.
III. List two effects of good health on the job.

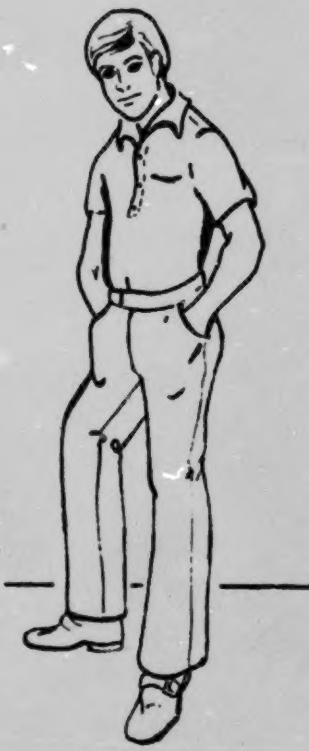
DESIRABLE WEIGHTS FOR MEN

HEIGHT FEET	INCHES	WEIGHT POUNDS
5	2	124 - 133
5	3	127 - 136
5	4	127 - 139
5	5	130 - 143
5	6	134 - 147
5	7	138 - 152
5	8	142 - 156
5	9	146 - 160
5	10	150 - 165
5	11	154 - 170
6	0	158 - 175
6	1	162 - 180
6	2	167 - 185
6	3	172 - 190

DESIRABLE WEIGHTS FOR WOMEN

HEIGHT		WEIGHT
FEET	INCHES	POUNDS
4	11	104 - 116
5	0	107 - 119
5	1	110 - 122
5	2	113 - 126
5	3	116 - 130
5	4	120 - 135
5	5	124 - 139
5	6	128 - 143
5	7	132 - 147
5	8	136 - 151
5	9	141 - 151
5	10	145 - 155
5	11	148 - 158

GOOD POSTURE WHEN STANDING*



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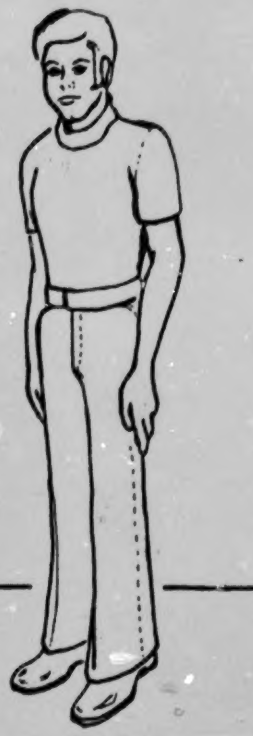

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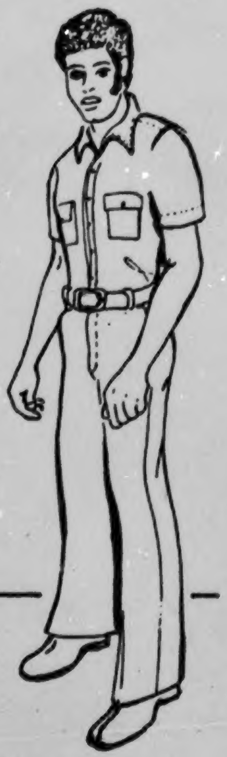

YES

_____Weight distributed equally on both sides of body
_____Head erect and straight
_____Shoulders level
_____Spine straight
_____Pelvis level (horizontally)
_____Knees straight
_____Ankles straight
_____Feet pointed straight ahead
_____Arches high

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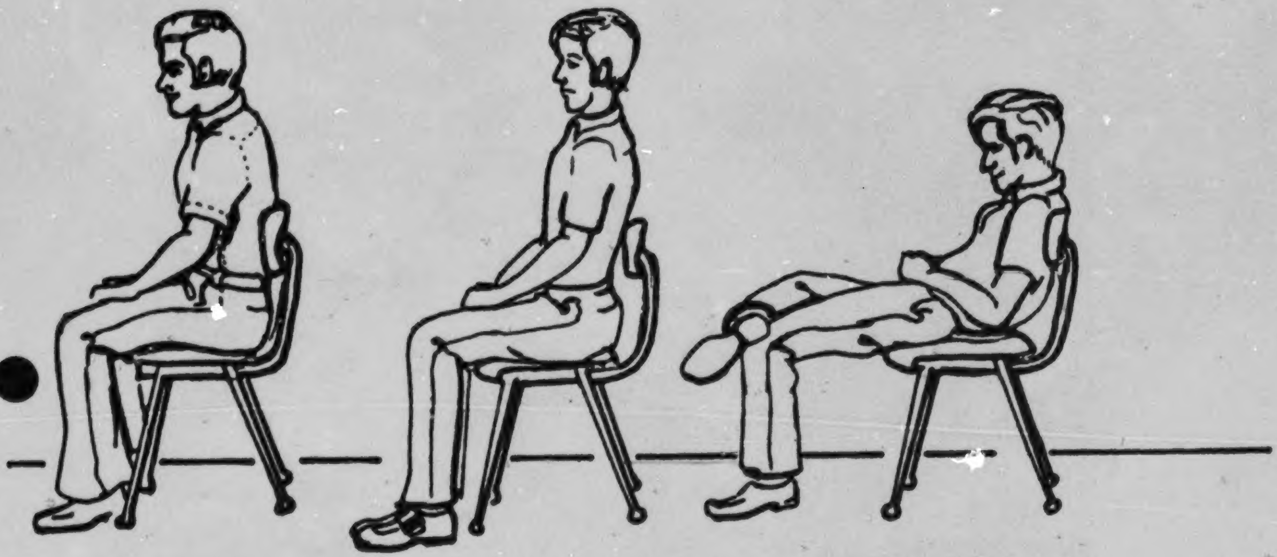
GOOD POSTURE FOR SITTING*

Poor sitting habits make you tired and strain your muscles.



The best way to sit is with:

a. your back against the back of the chair

b. the back of the chair supporting your back

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UNIT TITLE: Developing Personally

LESSON TITLE: Looking at Yourself

STUDENT OBJECTIVES:

I. Given a "Job Qualifications Inventory" in a classroom situation, the student will fill out a personal evaluation with 100% completion.

II. Given a "Job Requirements Inventory" in a classroom situation, the student will match personal qualifications and job requirements with 100% completion.

MOTIVATION TECHNIQUE:

Read "A Story of Success" (SM #1) to the class.

LEARNING ACTIVITIES:

Have each student complete a "Job Qualifications Inventory" (SM #2) and a "Job Requirements Inventory" (SM #3). Discuss the results of this self-analysis and the relationship of qualifications in obtaining a job.

IMPORTANT NOTE TO TEACHERS
When asking the students to complete the two inventories, tell them that these materials are personal and will not be collected. Emphasize the importance of providing honest answers in order to get the most out of these activities.

TEACHING AIDS AND REFERENCES:

I. Aids

  A. Student Material (SM) #1 - "A Story of Success"

  B. SM #2 - "Job Qualifications Inventory"

  C. SM #3 - "Job Requirements Inventory"

II. References

  A. Grimes, L. A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

  B. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 11-37.

  C. Stone, Elna. How to Choose Your Work. Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY:

I. Job Qualifications (Have each student complete a "Job Qualifications Inventory").

  A. Physical ability
    1. Assess your general health situation. It is recommended that you have an annual health checkup from your family doctor for this assessment.
    2. Become aware of certain defects, such as poor eyesight or bad hearing, that could make some jobs dangerous for you to have.
    3. Determine those physical defects you can change for the better, and work on them immediately. (Example: being overweight).
    4. Determine those physical defects you cannot change. Be willing to accept them and choose your job accordingly.

  B. Mental Ability
    1. Determine whether you are mentally capable of participating successfully in a chosen field.
    2. Consider grades in school, reading ability, and results from special tests, such as the General Aptitude Test Battery (GATB).

C. Education
   1. Accept a job that is commensurate with your education, or further your education in order to qualify for the job you want.
   2. Certain jobs require more education than others.

D. Skills and Training
   1. Determine your proficiency in various skills.
   2. Do not try to get a job that requires a high level of skills that you do not have. Obtain the necessary experience, then apply for the job.

E. Interests

   1. Take a look at both your individual and community interests.
   2. Select the job tc which you will be able to apply your interests.

II. Job Requirements (Have each student complete a "Job Requirements Inventory").

A. Each job has special requirements for physical and mental abilities, education, skills, and interests.

B. A person should first determine the requirements of the job he wants. Then he should match his personal qualifications against the requirements of the job.

C. If the job requirements and personal qualifications match, the individual is probably on the road to a pleasant and satisfying career.

D. If the job requirements and personal qualifications do not match, the individual should consider two alternatives:
   1. Look for another job that has different requirements; or
   2. Seek to improve his personal qualifications in order to meet the requirements of the job he wants.

EVALUATION TECHNIQUE:

Check each student to see that he has completed and summarized his "Job Qualifications Inventory" and his "Job Requirements Inventory."

A Story of Success*

Eugene (Gene) Williams was used to success! As a senior at St. Albans School in Washington, D.C., Gene was recognized by sportswriters as the outstanding prep-school tackle in the Interstate Athletic Conference. He was also co-captain of the St. Albans lacrosse team, a member of the student council, a bass fiddle player in a popular combo, and an artist whose paintings were exhibited among the school's best. Yes, at the young age of sixteen, Eugene Williams was sitting on top of the world!

And then it happened! On Thanksgiving Eve tragedy entered the life of Eugene Williams. He was working out hard during wrestling practice that afternoon. Executing a quick somersault to break an opponent's hold, Gene heard his neck pop and saw a flash of light. The next thing he knew he was in the back of an ambulance and on his way to the hospital.

At the hospital the neurosurgeons diagnosed Gene's case; he had fractured his spinal column at the fifth and sixth cervical vertebrae. He would forever be a quadriplegic. He was paralyzed in all four extremities, and almost totally deprived of voluntary motion from the head down.

After spending seven months in a Washington, D. C. hospital, Gene was transferred to the famous Rehabilitation Center at New York University. Here Gene's life took on new meaning. Having regained limited use of the triceps muscles in his arms, Gene was determined to make the most of his bad situation. He practiced his assigned activities day after day until he was able to perform the necessary task in order to live and take care of himself. Best of all, he qualified himself to drive a car, a specially equipped two-door Chevelle that his father gave him.

Gene had a strong determination to get the most out of his life. He returned to St. Albans in a wheelchair and completed his senior year. After graduation from high school, he entered Harvard University and majored in music. He became a percussionist for a college jazz group and served as a disc jockey for the Harvard radio station, WHRB.

Gene obtained his Bachelor of Arts Degree from Harvard and is now living a successful life of his own. His desire is to work in a rehabilitation center where he can help others find themselves just as he did.

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Job Qualifications Inventory

	YES	NO
Physical Ability		
1. Do you have any physical handicaps?	___	___
2. Are you attractive?	___	___
3. Do you have perfect eyesight without wearing glasses?	___	___
4. Is your hearing good?	___	___
5. Can you move fast?	___	___
6. Are you strong?	___	___
7. Are you overweight?	___	___
8. Are you underweight?	___	___
9. Are you too tall?	___	___
10. Are you too short?	___	___
11. Are you well-coordinated?	___	___
Mental Ability		
1. Are you average or above in intelligence?	___	___
2. Do you make the school honor roll?	___	___
3. Are you a good reader?	___	___
4. Are you good in writing?	___	___
5. Are you a good speaker?	___	___
6. Are you a good listener?	___	___
7. Can you make decisions?	___	___
Education		
1. Will you finish high school?	___	___
2. Will you attend a vocational or technical school while in high school?	___	___
3. Will you attend a post-secondary two-year institution?	___	___
4. Will you go to a four-year college or university?	___	___
5. Are you willing to attend special training classes once you get a job?	___	___
Skills & Training		
1. Do you have any special skills, such as welding or hair styling?	___	___
2. Will you obtain special skills before seeking employment?	___	___
3. Have you had any on-the-job training?	___	___

Job Qualifications Inventory

	YES	NO
Interests		
1. Do you have special interests, such as hunting or stamp collecting?	___	___
2. Do you like the outdoors?	___	___
3. Are you involved in school activities?	___	___
4. Are you active in community affairs?	___	___
5. Do you participate in church activities?	___	___
6. Do you like to work with others?	___	___

Summary

1. Of the above items, how many did you mark "yes"?	___
2. How many did you mark "no"?	___
3. Of those marked "no", how many can you change?	___
4. How many of them do you want to change?	___

Job Requirements Inventory

Steps to Follow:

1. Check those items which are required for the job you want.
2. Refer to your "Job Qualifications Inventory" and check those items which you have.
3. Compare your qualifications with the job requirements.

Name of the Job You Want ____________________

	Required for Job	Possessed by You
Physical Ability		
1. No physical handicaps	___	___
2. Attractive body	___	___
3. Perfect eyesight (without glasses)	___	___
4. Good hearing	___	___
5. Ability to move fast	___	___
6. Strong muscles	___	___
7. Average weight	___	___
8. Average height	___	___
9. Good coordination	___	___
Mental Ability		
1. Intelligent person (average or above average)	___	___
2. Good reader	___	___
3. Good writer	___	___
4. Good speaker	___	___
5. Good listener	___	___
6. Good decision-maker	___	___
Education		
1. High school diploma	___	___
2. Diploma from vocational or technical school	___	___
3. Degree from post-secondary institution	___	___
4. Degree from college or university	___	___
5. Willingness to attend special classes	___	___

Job Requirements Inventory

	Required for Job	Possessed by You
Skills & Training		
1. Special skills, such as welding or hair styling	___	___
2. On-the-job training experience	___	___
Interests		
1. Special interest areas (consider personal hobbies)	___	___
2. Love for the outdoors	___	___
3. Interest in helping others	___	___
4. Ability to work in groups	___	___
5. Ability to do individual work	___	___

Summary

1. How many of the above items are required for the job you want? ___
2. How many of these items do you have? ___
3. What can you do about the job qualifications you do not have?

UNIT TITLE: Developing Personally

LESSON TITLE: Seeing Yourself as Others Do

STUDENT OBJECTIVES:

I. Given instruction related to personality and a written test in a classroom situation, the student will match seventeen personality traits with statements that define or describe those traits with an accuracy of at least 85%.

II. Given instruction related to appearance and a written test in a classroom situation, the student will list five good appearance practices with 100% accuracy.

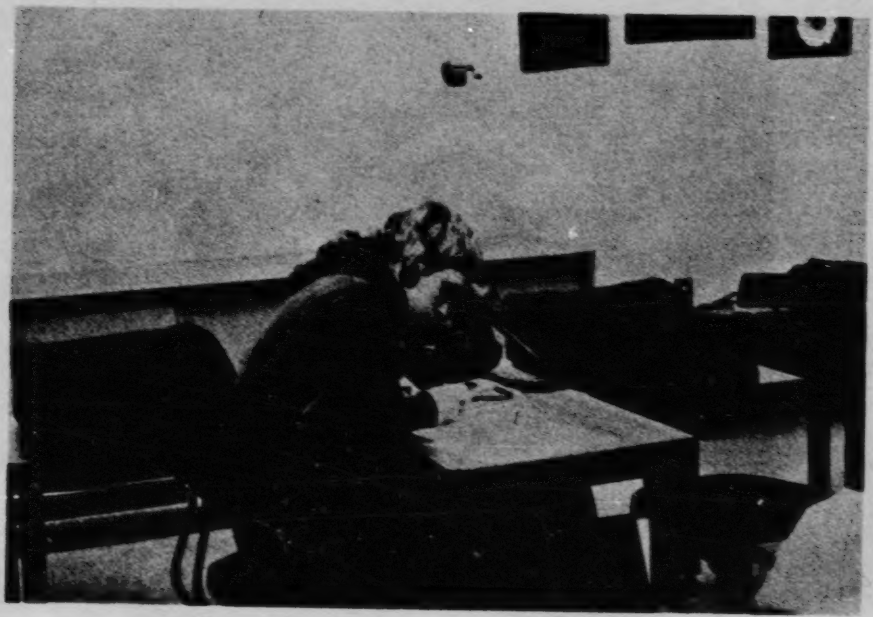
MOTIVATION TECHNIQUE:

Show the class a picture of a famous person, such as Billie Jean King or Clint Eastwood, and ask the students to express their opinions of this individual with respect to personality and appearance.

LEARNING ACTIVITIES:

Have each student complete the "Personality Traits and Appearance Puzzle" (SM #1) and then discuss each of those subjects as it relates to employment.

(SAMPLE QUESTION: How does a positive attitude contribute to success and happiness on the job?)



TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Material (TM)
1. TM #1 - "Key to Personality Traits and Appearance Puzzle"
2. TM #2 - "Key to Test on Personality and Appearance"

B. Student Material (SM)
1. SM #1 - "Personality Traits and Appearance Puzzle"
2. SM #2 - "Test on Personality and Appearance"

C. Audio Visual Materials (not furnished)
Miller Production Incorporated. Work Is Child's Play. Austin, Texas: Miller Producation Incorporated, 1973. (16 mm film)

II. References

A. Batis, Harry P., and Jack E. Robertson. A Pre-Employment Curriculum for Distributive Education. Austin, Texas: Instructional Materials Service, The University of Texas, 1974.

B. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, University of Texas, 1973.

C. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 122-137.

D. Stone, Elna. How to Choose Your Work. Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY

I. What is Personality?

A. Personality is the combination of personal traits that make you different from every other person.

B. Personality is the one most important characteristic that causes people to like you.

II. What are Desirable Personality Traits?

A. Attitude is a manner of acting, feeling, or thinking.

B. Courtesy is exhibiting good manners and concern for the comfort of others.

C. Dependability is being "counted on" to get the job done.

D. Desire is showing a determination to succeed.

E. Enthusiasm is displaying happiness and excitement about the good things that are happening.

F. Foresight is looking and planning ahead.

G. Honesty is being trustworthy.

H. Initiative is seeing things that need to be done and doing them on one's own.

I. Friendliness is smiling often and liking other people.

J. Open-mindedness is being able to see both sides of the question or argument.

K. Punctuality is being always "on-time."

L. Self-control is not losing one's temper.

M. Humor is seeing the funny side of life.

N. Tact is saying the right thing at the right time.

O. Loyalty is showing respect for the company and the employer.

P. Morality is practicing the Golden Rule and exhibiting good character.

Q. Awareness is staying wide awake to everything that is going on.

III. How Important is Personality?

A. A pleasing personality is a must in most careers, but certain occupations require a more pleasant personality than others.
(EXAMPLE: Office receptionist or health nurse.)

B. Although an outgoing personality is not required for some individual jobs, such as a draftsman or machinist, it can still help a person to get ahead.

C. Bosses and other key persons tend to notice employees with pleasant personalities.

IV. What is Appearance?

A. Appearance is how others see you, physically, mentally, and socially.

B. Personal appearance determines first impressions you make on other people.

V. What are Good Appearance Practices?

A. Take a bath everyday.

B. Always use a good deodorant or anti-perspirant after taking a bath.

C. Brush your teeth twice a day.

D. Wash and comb your hair as often as necessary to keep it neat and clean.

E. Take good care of your ears by carefully cleaning them each day.

F. Wash your hands whenever they need it, and apply plenty of lotion for softness.

G. Manicure and clean fingernails and toenails regularly.

H. Wear clothes that are always neat and clean.

I. Proper rest and lots of daily exercise contribute to good appearance.

J. Practice good posture wherever you go.

VI. How Important is Appearance?

A. Individual neatness and cleanliness indicate pride in oneself. This pride is usually carried over into one's job performance.

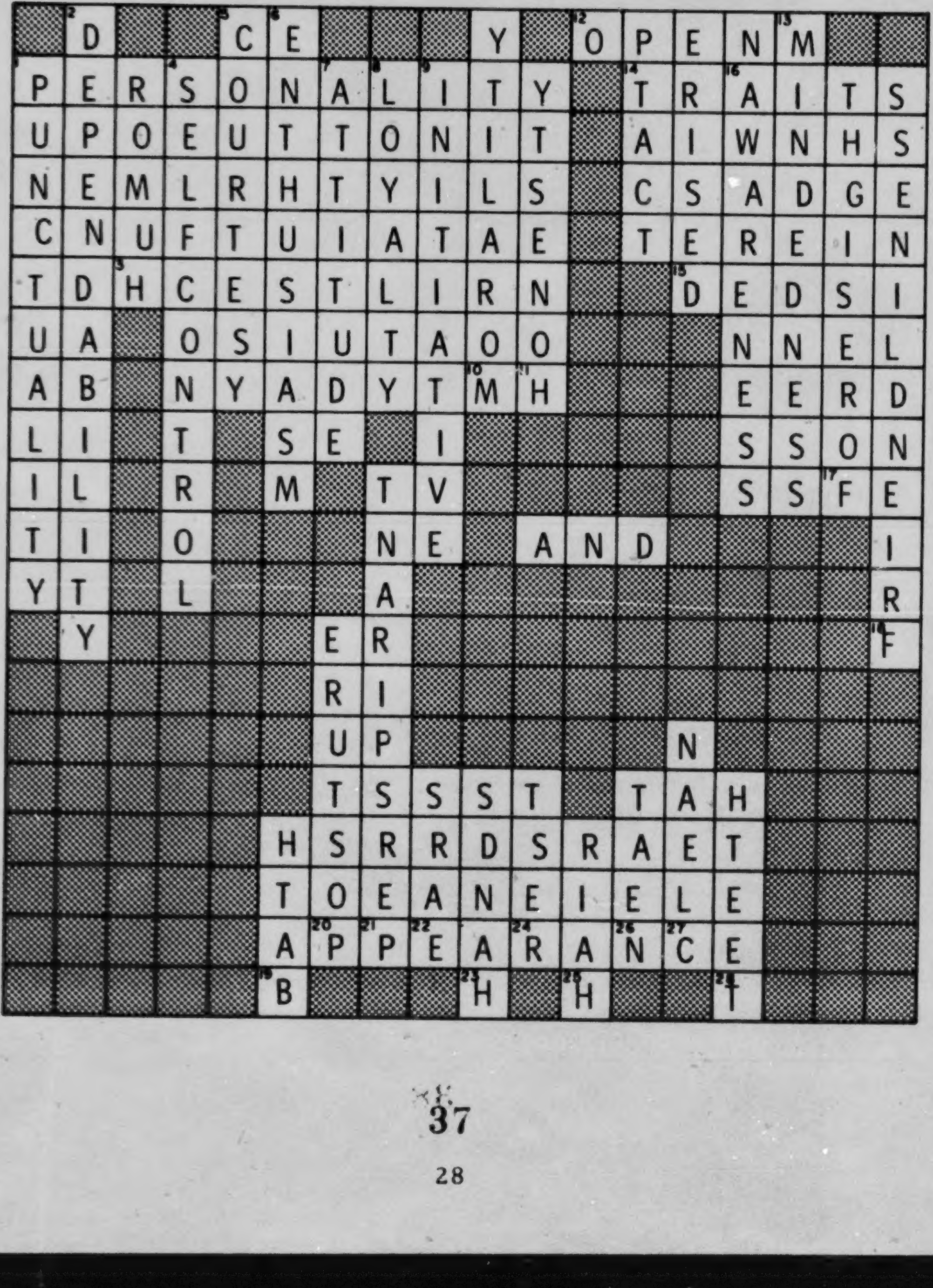
B. Good grooming is essential for good health as well as good appearance.

C. Loose clothing or long hair can be very dangerous in many industrial concerns.

EVALUATION TECHNIQUE:

Give each student a written test consisting of matching and short answer questions (SM #2).

KEY TO PERSONALITY TRAITS & APPEARANCE PUZZLE



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Key to "Test on Personality and Appearance"

I. Match each of the following personality traits with the words that define or describe it by placing the correct letter in each space below.

H 1. attitude
F 2. courtesy
D 3. dependability
N 4. desire
G 5. enthusiasm
P 6. foresight
L 7. honesty
I 8. initiative
O 9. friendliness
Q 10. open-mindedness
B 11. punctuality
E 12. self-control
K 13. humor
J 14. tact
A 15. loyalty
C 16. morality
M 17. awareness

A. Shows respect for the company and the employer.
B. Is always "on-time"
C. Practices the Golden Rule and exhibits good character.
D. Can be "counted on"
E. Does not lose his temper.
F. Exhibits good manners.
G. Displays happiness and excitement.
H. Manner of acting, feeling, or thinking.
I. Does things on his own.
J. Says the right thing at the right time.
K. Can see the funny side of life.
L. Is trustworthy.
M. Stays wide awake to everything going on.
N. Shows determination to succeed.
O. Smiles often and likes other people.
P. Looks and plans ahead.
Q. Can see both sides of the question.

II. List five good appearance practices.

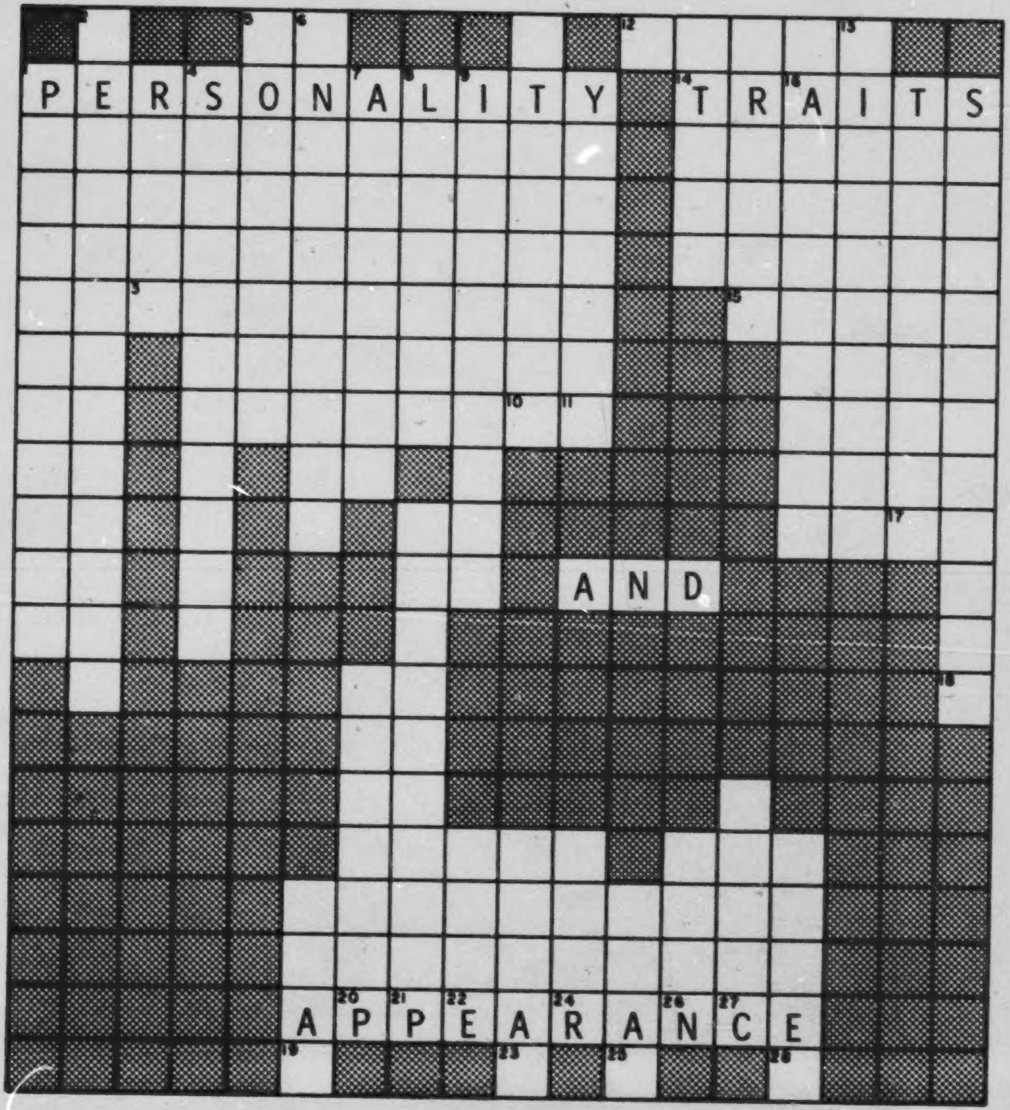
1. Take a bath everyday.
2. Always use a good deodorant or anti-perspirant after taking a bath.
3. Brush your teeth twice a day.
4. Wash and comb your hair as often as necessary to keep it neat and clean.
5. Take good care of your ears by carefully cleaning them each day.

Others

6. Wash your hands whenever they need it, and apply plenty of lotion for softness.
7. Manicure and clean fingernails and toenails regularly.
8. Wear clothes that are always neat and clean.
9. Proper rest and lots of daily exercise contribute to good appearance.
10. Practice good posture wherever you go.

PERSONALITY TRAITS & APPEARANCE PUZZLE

Solve the following puzzle using the words and hints given on the next page. Please notice that nearly all of the words go up or down and not across.


PERSONALITY
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Clues for "Personality Traits and Appearance Puzzle"

I. Personality Traits

attitude
courtesy
dependability
desire
enthusiasm
punctuality
honesty
initiative
friendliness
open mindedness
humor
self control
loyalty
morality
awareness
foresight
tact

Down

1. Is always "on-time"
2. Can be "counted on"
4. Does not lose his temper
5. Exhibits good manners
6. Displays happiness and excitement
7. Manner of acting, feeling, or thinking
8. Shows respect for the company and the employer
9. Does things on his own
14. Says the right thing at the right time
16. Stays wide awake to everything going on

Up

3. Can see the funny side of life
10. Practices the Golden Rule and exhibits good character
11. Is trustworthy
15. Shows determination to succeed
17. Looks and plans ahead
18. Smiles often and likes other people

Across & Down

12. & 13. Can see both sides of the question.

II. Good Appearance Practices

bath
perspirant
teeth
hair
ears
hands
clean
neat
rest
posture

Up

19. I take a _____ everyday.
20. I practice good_____ at all times. (Hint: Stand tall and don't fall!)
21. I use a deodorant or anti-_______ daily.
22. I have good hearing because my _____ are always clean.
23. I keep my _____ well scrubbed and use plenty of lotion for softness.
24. Proper _____ and lots of daily exercise contribute to good appearance.
25. My _____ is combed as often as necessary.
26. I wear clothes that are _____ and clean.
27. I keep my fingernails _____ at all times.
28. I brush my _____ twice a day.

Test on Personality and Appearance

I. Match each of the following personality traits with the words that define or describe it by placing the correct letter in each space below.

___ 1. attitude
___ 2. courtesy
___ 3. dependability
___ 4. desire
___ 5. enthusiasm
___ 6. foresight
___ 7. honesty
___ 8. initiative
___ 9. friendliness
___ 10. open-mindedness
___ 11. punctuality
___ 12. self-control
___ 13. humor
___ 14. tact
___ 15. loyalty
___ 16. morality
___ 17. awareness

A. Shows respect for the company and the employer.
B. Is always "on-time"
C. Practices the Golden Rule and exhibits good character.
D. Can be "counted on"
E. Does not lose his temper.
F. Exhibits good manners.
G. Displays happiness and excitement.
H. Manner of acting, feeling, or thinking.
I. Does things on his own.
J. Says the right thing at the right time.
K. Can see the funny side of life.
L. Is trustworthy.
M. Stays wide awake to everythi going on.
N. Shows determination to succeed.
O. Smiles often and likes other people.
P. Looks and plans ahead.
Q. Can see both sides of the question.

II. List 5 good appearance practices.

1.

2.

3.

4.

5.

UNIT TITLE: Conducting Yourself Ethically

LESSON TITLE: Examining Your Attitudes Toward Work

STUDENT OBJECTIVES:

I. Given instruction on attitudes in a classroom situation, the student will define in writing what an attitude is with 100% accuracy.

II. Given instruction on positive attitudes in a classroom situation, the student will list in writing three positive attitudes with 100% accuracy.

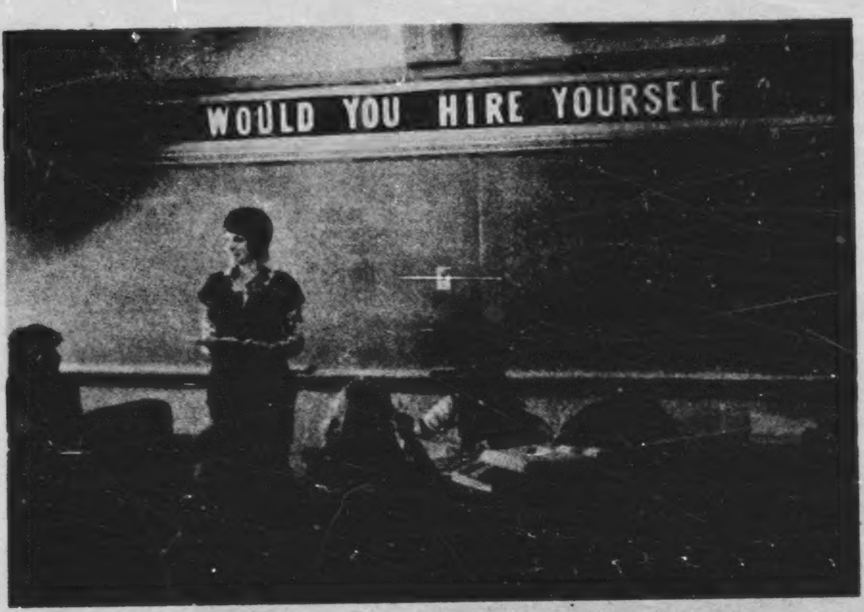
III. Given instruction on negative attitudes in a classroom situation, the student will list in writing three negative attitudes with 100% accuracy.

IV. Given instruction on attitudes in a classroom situation, the student will explain in writing why attitudes are important in relation to work with 80% accuracy.

MOTIVATION TECHNIQUE:

Ask students various questions concerning their attitudes toward people, places, and things.

(Example: Who is your favorite baseball team?
Who is your favorite movie star?
What is your favorite sport?
Would you rather live in a town, city or the country?
Why do you have these types of attitudes?)



LEARNING ACTIVITIES:

Use problem-solving techniques with the entire class to:

I. Define an attitude.
II. List five indications of a positive attitude.
III. List five indications of a negative attitude.
IV. Explain why attitudes are important in relation to work.

(NOTE: If not familiar with problem solving as a method of teaching, the instructor should read "Conducting Problem Solving" (TM #1).

TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Material (TM) #1 - "Conducting Problem Solving"

B. Audio Visual Materials (not furnished)
1. Current Affairs Films. The Work Ethic: A Victim of Progress. Wilton, Connecticut: Current Affairs Films, 1974. (filmstrip and cassette)
2. Guidance Associates. First Things. Pleasantville, New York: Guidance Associates, 1970. (filmstrips and records)
3. Guidance Associates. Job Attitudes. Pleasantville, New York: Guidance Associates, 1970. (filmstrips and records)

II. References

A. Chapman, Elwood N. Your Attitude is Changing. Palo Alto, California: Science Research Associates, Inc., 1966.

B. Chapman, Elwood N. Your Attitude is Showing, 2nd ed. Palo Alto, California: Science Research Associates, Inc., 1972.

C. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

D. Newby, Howard L., and Keith Herring. Work and Life Adjustment Skills, Publication #9006. State College, Mississippi: Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, 1973.

E. State Department of Education, Alabama. Guide for Teaching Ethics and Moral Values in the Alabama Schools. Montgomery, Alabama: Division of Instruction, 1974.

CONTENT SUMMARY:

I. Attitudes

(Attitude is a manner of acting, feeling or thinking that shows one's disposition, opinion and other personal actions.)

A. Positive attitude indicators:
   1. a pleasant smile.
   2. laughter and friendly comments to co-workers, employer, and public.
   3. cooperating and/or working with co-workers and employer.
   4. enthusiasm and attentiveness on the job.
   5. determination to do a good job (doing a job over if it is not personally satisfactory).

B. Negative attitude indicators:
   1. frown on your face.
   2. sarcastic and unfriendly comments to co-workers, employer, and public.
   3. working alone although the job could be completed more efficiently through cooperation.
   4. verbally complaining about working conditions.
   5. doing only the minimum amount and quality of work to get by.

II. Sources of Attitudes

A. Parents

B. Friends

C. Media - T. V., radio and newspapers

D. Employer

E. School

F. Self - unsuccessful experiences

G. Other environmental experiences

III. Importance of Positive Attitudes Toward Work

A. Ability to enjoy your job

B. Ability to get along with people

C. Ability to maintain a healthy working atmosphere

D. Ability to improve one's own image as time goes on

E. Ability to gain respect from people and become admired

F. Ability to succeed and advance on the job

EVALUATION TECHNIQUE:

Use the following written test questions to evaluate the students upon completion of this lesson.

I. Define an attitude.
II. List three indicators of positive attitudes.
III. List three indicators of negative attitudes.
IV. In a paragraph, explain the importance of good attitudes toward work.

Conducting Problem Solving

Problem solving is the process of determining reasonable solutions to problems through group discussion of facts and alternatives. The approach is based upon the assumption that students either have problems or can be led to identify problems concerning a specific subject matter area.

Efficient problem solving is essentially the scientific method taken from the laboratory and adapted for use in the classroom. To be successful, problem solving must be well-organized and carefully implemented. The following steps are suggested:

1. Stimulate the interest of students in the problem situation. Allow students an opportunity to describe their personal experiences related to the content area.

2. Define the problem through teacher - student analysis of the problem situation.

3. Discover possible solutions by allowing class members to pool their experiences and ideas.

4. Validate or disprove the suggested solutions by further analysis of the problem.

5. Arrive at a final group conclusion which the class is willing to accept and which is based upon all available facts.

UNIT TITLE: Conducting Yourself Ethically

LESSON TITLE: Developing Integrity for the Job

STUDENT OBJECTIVES:

I. Given instruction on integrity in a classroom situation, the student will define integrity with 100% accuracy.

II. Given instruction on integrity on the job in a classroom situation, the student will list on paper four integrities that should be exhibited by a person with 100% accuracy.

III. Given instruction on integrity on the job in a classroom situation, the student will explain why integrity on the job is of great importance toward positive work ethics with 80% accuracy.

MOTIVATION TECHNIQUE:

Ask students to read newspapers and cut out articles that relate to integrity on the job and bring them to class. Put these articles on a bulletin board for the entire class to read.

LEARNING ACTIVITIES:

I. Case Studies I & II (SM #1). Have students read and afterwards conduct a short discussion of their responses.

II. Read to students a newspaper clipping (SM #2) that shows how serious lack of integrity on the job may become. Discuss how Case I relates to Case II and finally to the newspaper clipping.

(NOTE. Teachers must lead the discussion taking a very conservative view of integrity on the job. The teacher's own personal feelings toward what is right or wrong should not be a factor in the discussion.)

TEACHING AIDS AND REFERENCES:

I. Aids

A. Student Material (SM)
   1. SM #1 - Case Studies I & II - "Is This Stealing?"
   2. SM #2 - "Ripoffs From Both Collars"

B. Audio Visual Materials (not furnished)
   Guidance Associates. First Things. Pleasantville, New York: Guidance Associates, 1970. (filmstrips and records)

II. References

A. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

B. Newby, Howard L., and Keith Herring. Work and Life Adjustment Skills, Publication #9006. State College, Mississippi: Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, 1973.

C. State Department of Education, Alabama. Guide for Teaching Ethics and Moral Values in the Alabama Schools. Montgomery, Alabama: Division of Instruction, 1974.

CONTENT SUMMARY:

I. Job Integrity

(Integrity is the quality or state of having sound moral principles; uprightness, honesty, and sincerity (Webster).

A. Examples of job integrity
   1. Be dependable: arrive at work on time and call in when sick. Always tell employer ahead of time if you must miss work for personal reasons.
   2. Do a full day's work: don't loaf on the job when the boss is not looking, but work at a steady pace the whole day.
   3. Admit mistakes: own up to any mistakes that you make while working. Don't try to place the blame on someone else.

4. Be honest: don't remove anything from the job that doesn't belong to you, no matter how small it may seem to you.
5. Respect employer's property: do not abuse equipment and intentionally try to destroy your employer's property.
6. Produce quality workmanship: do the best work you are capable of doing. Always strive to improve the quality of your work.

B. Importance of job integrity
1. Keeping your job: if your employer discovers that you have been dishonest, he will fire you.
2. Locating a job: employers will not hire a person with a lack of integrity that has cost him his previous job.
3. Staying out of jail: stealing company supplies is a criminal offense, and you may face a jail sentence and have a permanent record that may make obtaining work very difficult.
4. Respect of other employees: failure to pull your fair share of the load is a demonstration of lack of respect for your fellow employees.
5. Promotion: job advancement, and personal integrity go hand in hand. You must prove yourself worthy of additional responsibilities on the job.

EVALUATION TECHNIQUE:

Use the following written test questions to evaluate the students upon completion of this lesson on job integrity.

I. Define integrity.
II. List four principles of job integrity.
III. Explain the importance of job integrity toward work.

Case Study I - "Is This Stealing?"

Mary Johnson is a secretary in a large company office. She is one of six secretaries who handle the incoming orders for a mail order firm.

Mary sometimes brings home certain small items, such as pencils, ink pens, envelopes, typing paper and other small things that she sometimes needs at home. She does this to save time from having to go to various stores to buy these small items and to save a little money. Mary knows that these small items will never be missed by the company and she also thinks that probably the other secretaries are doing the same thing.

Mary Johnson doesn't consider herself a thief. After all, she is only taking a few small things of little value.

Case Study II - "Is This Stealing?"

Jack Long is employed at a local gasoline station as an attendant. Jack works part-time on weekends, since that is when most people are traveling and additional workers are needed. However, Jack gets the same amount of pay per hour that the other attendants get during the week. Jack was the last employee hired and he agreed to work on weekends. Jack believes since he has to work on weekends when business is greater he is entitled to more pay. When he asked for a raise the boss told him that if he received a raise, the workers would want one also. Then they would be making equal salaries again.

To make up this difference Jack decides to put a few extra gallons of gasoline in his car without paying for them. In addition, he takes a quart of oil and a few other supplies that would not be missed. By using these supplies for his personal use he feels he is receiving in goods the money he is entitled to for working on weekends.

Jack Long does not consider himself a thief. He is just getting what is due him.

Ripoffs From Both Collars*

One major area of crime in America not reflected in FBI statistics is so-called "white collar" crime.

Depending upon whose figures you care to cite, business is losing between $15 billion and $50 billion annually to crime, says Industry Week, with the vast majority of it resulting from internal or employee theft.

Ripping off the company is the common bond of both white and blue collar workers, says the magazine. If a company is missing $100,000, it is as likely that a vice president manipulated accounts-payable records as it is that a warehouse clerk stole it by falsifying inventory records.

Employee crime ranges from the pilfering of pens, pencils and envelopes for home use to at least one instance where a corporate vice president and a shipping superintendent headed up a team of employees that stole by the truckload. Blue collar workers did the legwork and white collar workers handled the covering book work.

Although an estimated 87 per cent of employee crime is theft-related, a company may also be the victim of sabotage. This means not only literally throwing a wrench into a machine but such activities as disrupting schedules so that employees rack up more overtime.

Employee theft may be a significant cause of spiraling hospital costs reports another publication, Modern Health Care. It quotes New York security consultant Norman Jaspan to the effect that hospital costs could be reduced by as much as 15 per cent if employee thefts and other types of fraud were cut to a minimum.

These include such things as padded charges and kickbacks, falsification of labor vouchers, the use of hospital facilities, equipment and chemicals for outside sidelines, the diversion of funds from accounts receivable, and the treating of patients at hospital expense by doctors who are paid personally.

One study shows spending for electronic security systems alone growing from $520 million in 1974 to $1.3 billion in 1984, with industry the major buyer.

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*Oakley, Donald. Radford News Journal. Radford, Virginia. October 1975.

UNIT TITLE: Conducting Yourself Ethically

LESSON TITLE: Appraising Your Personal Values

STUDENT OBJECTIVE:

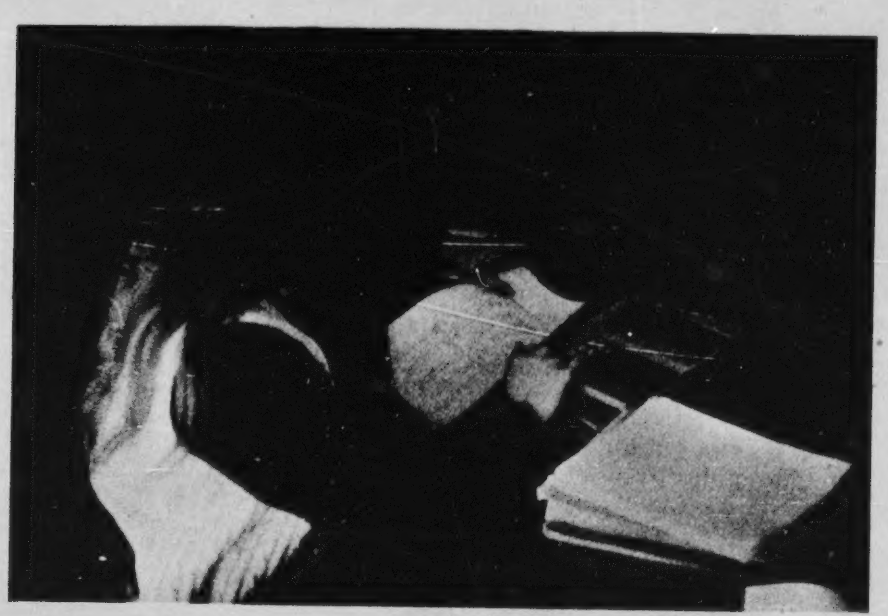
Given a "Values Appraisal Scale" in a classroom situation, the student will perform a personal evaluation with 100% completion.

MOTIVATION TECHNIQUE:

Ask each student to complete the puzzle containing words relating to individual values and work ethics (SM #1).

LEARNING ACTIVITIES:

Begin with a short discussion about the meaning and effects of values. Next have each student complete a "Values Appraisal Scale" (SM #2) and compute his score at the end of the evaluation exercise. Then ask each person to plot his scores on the "Profile of Values Graph" (SM #3) and compare his scores with those of an average individual.



Technical business skills come in handy for this student as she totals her scores on the Values Appraisal Scale.

TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Materials (TM)
   1. TM #1 - "Key to Word Search Puzzle"
   2. TM #2 - "Values Appraisal Scale Interpretation"

B. Student Materials (SM)
   1. SM #1 - "Word Search Puzzle"
   2. SM #2 - "Values Appraisal Scale"
   3. SM #3 - "Profile of Values Graph"

C. Audio Visual Materials (not furnished)
   1. Guidance Associates. First Things. Pleasantville, New York: Guidance Associates, 1970. (filmstrips and records)
   2. Guidance Associates. Values for Teenagers in the 1970's. Pleasantville, New York: Guidance Associates, 1973. (filmstrip, record, and teacher guide)

II. References

A. Batis, Harry P., and Jack E. Robertson. A Pre-Employment Curriculum for Distributive Education. Austin, Texas: Instructional Materials Service, The University of Texas, 1974.

B. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 111-113.

CONTENT SUMMARY:

What are Personal Values?

A. Values are those things which an individual considers to be important.
   1. Up to the age of 15 or 16, a person's values tend to reflect those of his parents.
   2. When an individual starts developing his own values, he is influenced by his parents, group membership, and social acceptance.

B. Some common values relate to fame, money, power, religion, family, health and friends. All of these values affect your attitudes toward work.

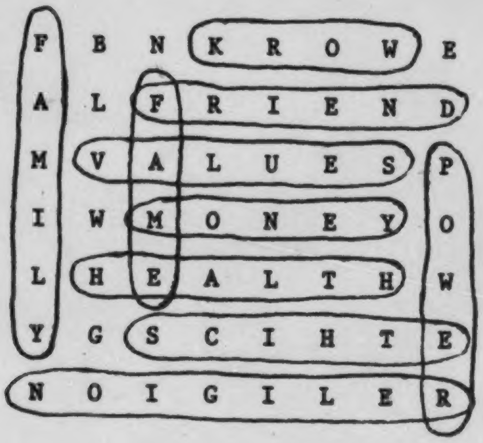
EVALUATION TECHNIQUE:

Check each student to see that he has completed and summarized his "Values Appraisal Scale."

Key to Word Search Puzzle

The words listed below the puzzle are all hidden somewhere within the puzzle. They are written across, backward, and down. All of these words relate to individual values and work ethics. See how many words you can find, and circle each one as you locate it.

HINT: Letters can be circled more than once.



F	B	N	K	R	O	W	E
A	L	F	R	I	E	N	D
M	V	A	L	U	E	S	P
I	W	M	O	N	E	Y	O
L	H	E	A	L	T	H	W
Y	G	S	C	I	H	T	E
N	O	I	G	I	L	E	R

WORD LIST

ETHICS
VALUES
FAME
MONEY
FRIEND

POWER
RELIGION
FAMILY
HEALTH
WORK

Values Appraisal Scale Interpretation

BOYS High and Low Scores. A score may be considered high or low if it falls above or below these ranges (50% of all boys' scores fall within these ranges).

Fame	43-74	Family	53-73
Money	59-74	Health	46-72
Power	38-53	Aesthetics	43-61
Religion	21-57	Creative	41-54
Humanism	60-76	Social	52-68

BOYS "Exceptionally" High and Low Scores. A score may be considered "exceptionally" high or low if it falls above or below these ranges (80% of all boys' scores fall within these ranges).

Fame	26-81	Family	40-87
Money	50-81	Health	39-78
Power	27-64	Aesthetics	36-68
Religion	5-76	Creative	32-62
Humanism	49-86	Social	42-77

GIRLS High and Low Scores. A score may be considered high or low if it falls above or below these ranges (50% of all girls' scores fall within these ranges).

Fame	32-54	Family	58-81
Money	49-63	Health	46-73
Power	31-49	Aesthetics	58-75
Religion	26-58	Creative	56-76
Humanism	76-90	Social	61-78

GIRLS "Exceptionally" High & Low Scores. A score may be considered "exceptionally" high or low if it falls above or below these ranges (80% of all girls' scores fall within these ranges).

Fame	20-66	Family	47-92
Money	41-71	Health	33-85
Power	20-58	Aesthetics	58-75
Religion	10-74	Creative	56-76
Humanism	66-95	Social	61-78

Unit III: Appraising Your Personal Values SM #1

Word Search Puzzle

The words listed below the puzzle are all hidden somewhere within the puzzle. They are written across, backward, and down. All of these words relate to individual values and work ethics. See how many words you can find, and circle each one as you locate it.

HINT: Letters can be circled more than once.

F	B	N	K	R	O	W	E
A	L	F	R	I	E	N	D
M	V	A	L	U	E	S	P
I	W	M	O	N	E	Y	O
L	H	E	A	L	T	H	W
Y	G	S	C	I	H	T	E
N	O	I	G	I	L	E	R

WORD LIST

ETHICS
VALUES
FAME
MONEY
FRIEND

POWER
RELIGION
FAMILY
HEALTH
WORK

Courtesy of: McKnight Publishing Company, Bloomington, Ill. Taken from Kimbrell and Vineyard. *Activities Book for Succeeding in the World of Work*, pp. 87-94. Used with permission.

Values Appraisal Scale

This scale provides a brief, simple means of appraising your values. Many schools have more comprehensive values inventories available through the counseling office.

You will read 100 statements indicative of 10 defined values.
If a statement is *definitely true*, circle the 10.
If a statement is *mostly true*, circle the 7.
If you are *undecided* whether a statement is true or false, circle the 5.
If a statement is *mostly false*, circle the 3.
If a statement is *definitely false*, circle the 0.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to church services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have a lot of friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or father.	10	7	5	3	0
12. I have taught a Sunday school class or otherwise taken an active part in my church.	10	7	5	3	0
13. I am willing to spend time helping another student who is having difficulty with his studies.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a God who answers prayers.	10	7	5	3	0
25. I prefer being an officer rather than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe that tithing (giving 1/10 of one's earnings to the church) is one's duty to God.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48. I have expensive tastes.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important that grace be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least 8 hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairman at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is a life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to eat a balanced diet each day.	10	7	5	3	0
70. I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71. I would like to be written up in *Who's Who*.	10	7	5	3	0
72. I read the Bible or other religous writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel I must comfort him.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I never skip meals.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
81. I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82. I believe that God created man in his own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things which help others.	10	7	5	3	0
88. Someday, I would like to write a novel.	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93. I often organize group activities.	10	7	5	3	0
94. When I see a newly constructed building, I consider its beauty as much as it practical use.	10	7	5	3	0
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what it might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

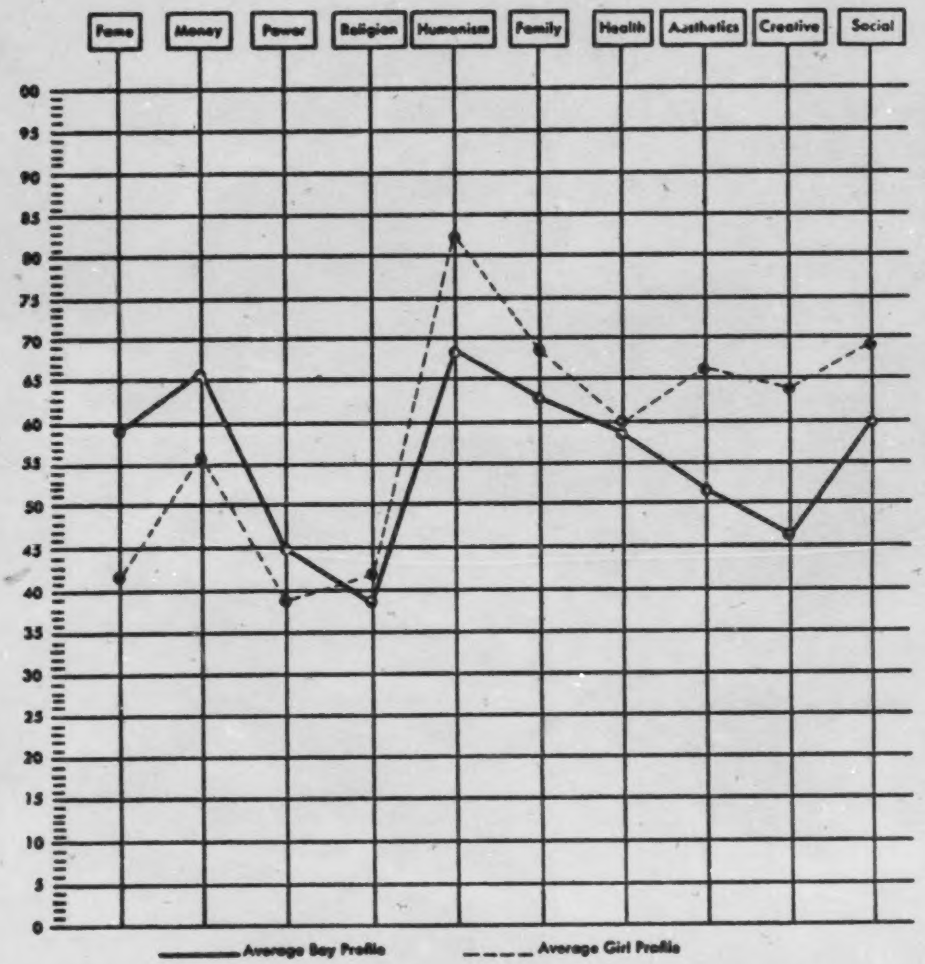
SCORING YOUR VALUES APPRAISAL SCALE

For each of the 10 values, record the answer marked with a circle for the statements indicated.

FAME	MONEY	POWER	RELIGION	HUMANISM
STATEMENT #	STATEMENT #	STATEMENT #	STATEMENT #	STATEMENT #
6	7	9	2	5 ....
16	21	14	12	13 ....
18	29	25	24	17 ....
32	40	39	34	31 ....
44	48	47	41	42 ....
57	60	61	53	58 ....
65	68	70	63	64 ....
71	76	75	72	77 ....
84	89	85	82	87 ....
92	97	93	91	100 ....
Total..........	Total..........	Total..........	Total..........	Total..........

FAMILY	HEALTH	AESTHETIC	CREATIVE	SOCIAL
STATEMENT #	STATEMENT #	STATEMENT #	STATEMENT #	STATEMENT #
8	1	3	10	4 ....
11	19	15	20	22 ....
27	26	28	23	30 ....
35	33	36	37	38 ....
43	50	49	45	46 ....
59	55	52	56	51 ....
67	69	66	62	54 ....
78	79	80	73	74 ....
83	86	94	88	81 ....
95	99	98	96	90 ....
Total..........	Total..........	Total..........	Total..........	Total..........

Profile of Values



To see how your profile compares to the averages of other boys and girls, plot your own profile on the graph above by using your total for each value on the previous page.

UNIT TITLE: Developing Human Relations Skills

LESSON TITLE: Getting Along on the Job

STUDENT OBJECTIVES:

I. Given instruction in "Getting Along on the Job" and a written test in a classroom situation, the student will define human relations with 100% accuracy.

II. Given instruction in "Getting Along on the Job" and a written test in a classroom situation, the student will list two goals of human relations in business or industry with 100% accuracy.

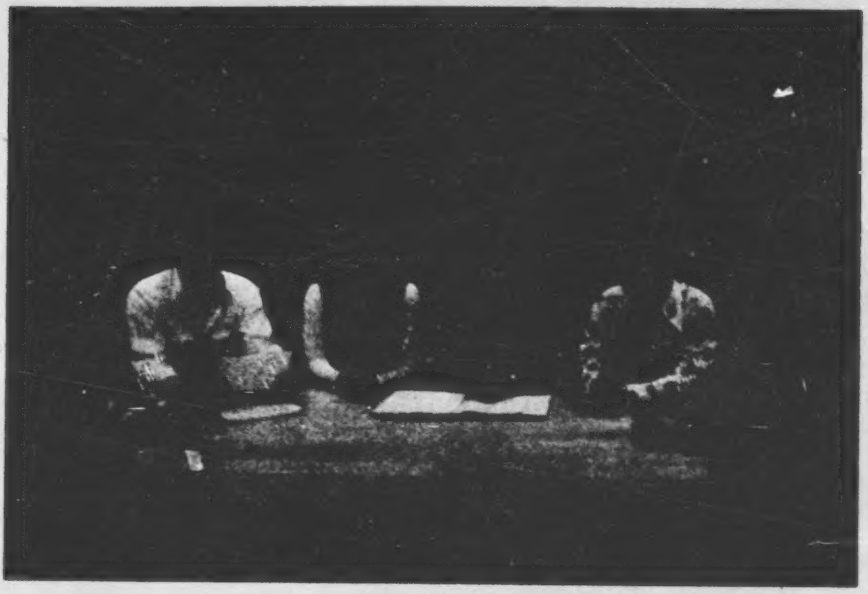
III. Given instruction in "Getting Along on the Job" and a written test in a classroom situation, the student will discuss ways to prevent human relations problems with 80% accuracy.

IV. Given instruction in "Getting Along on the Job" and a written test in a classroom situation, the student will list with 100% accuracy four characteristics which an employer can expect employees to possess.

V. Given instruction in "Getting Along on the Job" and a written test in a classroom situation, the student will list with 100% accuracy four rewards which an employee can expect to receive from his employer.

MOTIVATION TECHNIQUE:

Write "HUMAN RELATIONS" on the board, underlining the "U". Ask the students, "What does 'human relations' mean to you?"



LEARNING ACTIVITIES:

The major learning activity suggested for this unit is the use of a panel discussion. Select a panel of three to five members composed of at least two local employees and their employer. If local businessmen or industry personnel are not available then look for people within the school, such as other teachers or students on a cooperative work program. In any case, obtain three people who work together on the job and are capable of clear expression.

Either the teacher or a class member can serve as moderator for the panel. The following are suggested questions for the panel. Expected responses are found in the "Content Summary" section of this lesson plan.

Suggested Questions

I. What is "human relations"?
II. What are the goals of human relations in business or industry?
III. What are the most common mistakes in human relations?
IV. How can human relations problems be prevented?
V. What should an employer expect from each employee?
VI. What should an employee expect from his employer?
VII. What are some advantages of a positive attitude on the job?
VIII. How can each employee help to increase the morale of a department or the entire business?
IX. Should each employee be expected to do the same amount of work?
X. Should a worker get involved in disputes between other employees?

TEACHING AIDS AND REFERENCES:

I. Aids - None

II. References

A. Batis, Harry P., and Jack E. Robertson. A Pre-Employment Curriculum for Distributive Education. Austin, Texas: Instructional Materials Service, The University of Texas, 1974.

B. Chapman, Elwood N. Your Attitude Is Showing, 2nd ed. Palo Alto, California: Science Research Associates, Inc., 1972.

C. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

D. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 67-82.

CONTENT SUMMARY:

(This summary is based upon expected responses to questions suggested in the LEARNING ACTIVITIES section of this lesson plan.)

I. What is "Human Relations"?

   A. "Human relations" is the association between two or more people

   B. "Human relations" refers to how you get along with others.

II. What are the Goals of Human Relations in Business or Industry?

   A. Influencing others to cooperate willingly

   B. Getting workers to produce more

   C. Helping employees obtain satisfaction from their work

III. What are the Most Common Mistakes in Human Relations?

   A. Failure to listen

   B. Underestimating others

   C. Failure to report or admit mistakes to management

IV. How Can Human Relations Problems Be Prevented?

   A. Through understanding and acceptance of the human behavior, personality, and needs of others

   B. Getting along with co-workers involves getting to know them.
      1. Learn their names, job requirements, interests, and families.
      2. This information leads to talking with and getting to know each other.

   C. Since you are unlikely to be able to change someone else, the best thing to do is to change yourself.

V. What Should an Employer Expect from Each Employee?

   A. Cooperation

   B. Initiative

   C. Honesty

   D. Dependability

   E. Enthusiasm

   F. Loyalty

G. Acceptance of criticism

H. Willingness to learn and follow directions

VI. What Should an Employee Expect from His Employer?

A. Wages

B. Safe, clean working conditions

C. Training

D. Introduction to fellow employees

E. Explanation of policies, rules, and regulations

F. Explanation of changes

G. Evaluation of work

VII. What are Some Advantages of a Positive Attitude on the Job?

A. You are more energetic, highly motivated, productive, and alert.

B. Your first impressions with other people are good ones.

C. A positive employee contributes to the productivity of others.

D. People like you when you are positive.

E. The kind of attitude you transmit to management will have a great deal to do with your future success.

VIII. How Can Each Employee Help to Increase the Morale of a Department or the Entire Business?

A. Take a full share of the work load.

B. Show your willingness to work by doing any job assigned.

C. Do your own work well.

D. Accept responsibilities for your own actions and don't "pass the buck."

E. Be proud of your accomplishments, but don't brag. Bragging aggravates other employees.

F. Don't be a faultfinder. Look at the good aspects of the job and don't dwell upon the bad.

G. Try to help other workers, and don't ever get in their way.

XI. Should Each Employee Be Expected to Do the Same Amount of Work?

A. Definitely not! Each person has his own level of potential a[illegible] therefore, cannot be expected to do the same amount of work as the person next to him.

B. Each individual should always do his best and try to reach his personal level of production, but there should not be a set level of production for everyone.

C. Levels of potential differ because people have different levels of mental ability, stamina and endurance, aptitude, and creative ability.

X. Should a Worker Get Involved in Disputes Between Other Employees?

A. Not if he wants to keep their friendship! One of the best ways to keep up a good working relationship with all of your co-workers is to mind your own business.

B. Each worker should realize that he needs the friendship of everyone he works with because no one can be totally successful on a job by himself.

C. Remember the old saying in the business world - "Make friends of those below you on your way up, for you'll meet the same people on the way down!"

EVALUATION TECHNIQUE:

Use the following written test questions.

I. Define human relations.
II. List two goals of human relations in business or industry.
III. Discuss ways to prevent human relations problems.
IV. List four characteristics which an employer can expect his employees to possess.
V. List four rewards which an employee can expect to receive from his employer.

UNIT TITLE: Developing Human Relations Skills

LESSON TITLE: Communicating on the Job

STUDENT OBJECTIVE:

Given instruction related to communication on the job and a classroom situation that requires the use of communication skills to solve a given problem in employer-employee relations, the student will write his solution to the problem with 100% accuracy.

MOTIVATION TECHNIQUE:

Play a short game with the students to illustrate the importance of good communications. Arrange the students in a circle and specify the following ground rules:

I. The teacher will begin the game by whispering a statement related to work to one of the students.
II. This student will then turn to the person on his left and whisper the statement to him.
III. Each student in turn will pass the statement to the person on his left by whispering it one time.
IV. When the statement has been passed to all students, ask the last student to write what he heard on the blackboard.
V. The teacher will then write the original statement on the board and let the students compare it with the final statement.

Suggested Statement:

The local G & P Manufacturing Company has a job opening for a qualified machinist who has had at least four years of experience.

LEARNING ACTIVITIES:

Give each student a copy of SM #1 and allow time to read the "General Situation." Then select two students, one as employer and the other as employee, for each of the situations. Set the stage for each situation and then let the students "act out" their parts in each case. Follow this role playing with a group discussion of the questions listed at the bottom of SM #1.

TEACHING AIDS AND REFERENCES:

I. Aids

A. Film Projector (not furnished)

B. Films (not furnished)
The Berlo Effective Communication Film Series available from the VPI & SU Learning Resource Center:
1. "Avoiding Communication Breakdown"
2. "Meanings Are in People"
3. "Commuhication Feedback"
4. "Changing Attitudes Through Communication"
5. "Communicating Management's Point of View"

C. Student Material (SM) #1 - "Communicating on the Job"

II. References

A. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

B. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 79-82.

CONTENT SUMMARY:

I. Effective Communication Helps a Person to Appreciate His Job.

A. Frequent statements of approval from his supervisor and fellow employees help to boost a person's morale.

B. When an individual feels that he is appreciated for the work he does, he then sees his job as more important and satisfying.

C. No one can be totally successful on a job by himself. He needs the support of others.

II. Good Communication Skills Can Be Developed.

A. Always be ready to emphasize the positive in order to promote proper attitudes.

B. Get to know your fellow workers and your employer. Observe their likes and dislikes.

C. Offer sincere suggestions when appropriate, but don't question decisions made by those for whom you work.

III. Differences in Age Sometimes Affect Communications.

A. Recognize other individuals for what they are, regardless of age. Sometimes older persons find it difficult to accept advice from younger individuals.

B. Try to understand the fact that different age groups have various interests and responsibilities.

C. Encourage communication that is acceptable and pleasant to everyone, both young and old.

IV. Each Employee is Not Expected to Be Aware of the Entire Operation.

A. It is wise for each employee to have some general knowledge of the company's overall plans and goals, but no one is expected to know everything that goes on.

B. Concentrate your efforts toward improving those things over which you have control, and don't waste valuable time "stewing" about a problem belonging to someone else.

V. Effective Communication Can Prevent Rumors.

A. A good employer keeps all of his employees informed of factors and conditions that affect them.

B. Adequate information prevents the development of rumors and other unfounded communications.

C. Informed employees trust their employer and will do their best to support him through maximum production.

EVALUATION TECHNIQUE:

Ask the students to respond in writing to the following situation.

You have been working for the R & T Telephone Company for nine years as a lineman in your hometown. Your boss, Mr. James Redford, calls you into his office and offers you a job as a supervisor with a substantial increase in salary. However, if you take this new job, you will have to move to a town that is 300 miles from your present home.

How would you respond to this job offer? Exactly what would you say to Mr. Redford?

General Situation:

Donald Brown is 45 years old and works as a machine operator for G & P Manufacturing Company, which is a small company that makes fishing rods and reels. Mr. Brown's employer and main supervisor is Mr. Jim Gallow, a 35-year-old graduate of Great Eastern University.

Situation #1:

Mr. Brown has been doing a fine job and has helped other employees to maintain a high level of morale. Mr. Gallow calls Mr. Brown to his office to congratulate him and to encourage him to keep up the good performance. What should Mr. Gallow say? How does Mr. Brown react?

Situation #2:

Due to a sudden decrease in the sale of fishing equipment, G & P Manufacturing Company has to lay off some of its employees, including Mr. Brown, for an indefinite period of time. How should Mr. Gallow go about breaking this bad news to Mr. Brown?

Situation #3:

After a short layoff, the plant is back into full production again. Shortly after reopening, the company purchases a new machine which can operate by itself, thus eliminating Mr. Brown's job. However, due to increased responsibilities, Mr. Gallow can no longer serve as a supervisor for the plant operation. Therefore, he plans to create a new position for Mr. Brown as general supervisor. Mr. Brown wants to continue working for the company, but he is reluctant to accept the job as supervisor because he doesn't feel qualified for the position. How does Mr. Gallow convince Mr. Brown to take the job?

Student Questions:

After all three situations have been carried out, engage in a classroom discussion of the following questions:

1. How does effective communication help a person to appreciate his job?
2. Are good communication skills developed or do they come naturally?
3. How does a difference in age affect communications between individuals?
4. As an employee, is it necessary to know everything that goes on within a company?
5. How can effective communication prevent rumors or other morale destroyers?

UNIT TITLE: Getting a Job

LESSON TITLE: Finding a Job Opening

STUDENT OBJECTIVES:

I. Given classroom instruction and a written test, the student will list eight sources where job openings can be found with 90% accuracy.

II. Given classroom instruction and a written test the student will write a "help wanted" ad using guidelines established in class with 90% accuracy.

MOTIVATION TECHNIQUE:

Plan a field trip to the State Employment Office or invite a resource person from that office to come and speak to your class. There are a variety of services performed by this office, of which the students should be aware. If your class is not very large, perhaps some testing or counseling can be done.

The teacher meets with the resource person before class and discusses the major points to be presented.

LEARNING ACTIVITIES:

I. Study the "help wanted" ads closely. These ads are a very important source of job information (See SM #1).

II. In order to start each student thinking about the career in which he is interested, do a community survey. Have each student choose the job he or she would like to have. Use the yellow pages of the telephone book to determine if the student's specific occupational choice is located in your community.

III. Have each student interview a person in his career area to determine the need for the workers, availability of jobs, and outlook for employment in future years.

TEACHING AIDS AND REFERENCES:

I. Aids

- A. "Help wanted" ads from local newspaper (not furnished)
- B. Local telephone book (yellow-pages) (not furnished)
- C. Student Material (SM) #1 - "Help Wanted Ads"
- D. Audio Visual Materials (not furnished)
  1. Eye Gate House. Finding Your Job. Jamaica, New York: Eye Gate House, 1972. (filmstrips and cassettes)
  2. SVE Educational Filmstrips. Finding and Getting a Job. Petersburg, Virginia: Singer/SVE. (filmstrips and cassettes)

II. References

A. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. *The Job You Want - How To Get It,* 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., 1975.

B. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. *You and Your Job,* 1st ed. Cincinnati, Ohio: South-Western Publishing Co., 1967.

C. Burkett, B. Verner. *Locating and Securing a Job.* Columbia, South Carolina: Office of Vocational Education, State Department of Education, 1970.

D. Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 26-35.

E. Learning Resources Center. *You're Hired! Getting the Right Job for You, Student Activity Book*. Richmond, Virginia: Virginia Commonwealth University, 1972.

F. Learning Resources Center. *You're Hired! Getting the Right Job for You, Teacher's Manual*. Richmond, Virginia: Virginia Commonwealth University, 1972.

G. Stone, Elna. *How To Get a Job.* Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY:

I. Help Wanted Advertisements

A. Newspaper classified section - The Sunday edition of your local newspaper will list a wide variety of jobs.

B. Printed public notices - Civil Service openings are listed in the post office. Help wanted signs are hung in windows at businesses.

II. Placement Agencies

A. State employment office - free placement and service. State employment offices offer counseling, testing, labor market information, job referral, and youth opportunity centers.

B. Private employment services - fee-charging agencies. Fee is paid either by person registering or by employers.

III. Personal Contact (Word of mouth is sometimes an effective way of finding a job opening or letting people know you are looking for a job). The following people can assist you with job information:

   A. Counselors

   B. Teachers

   C. Friends

   D. Relatives

   E. Former co-workers

IV. Assistance in Placement through Training Programs

   A. Vocational education programs

   B. Technical programs in community colleges

   C. Federal training programs
      1. Job Corps programs
      2. Manpower program

V. Companies Which Provide Employment in Areas That Interest You

   A. Company personnel office

   B. Telephone directory - yellow pages. This will assist you in finding addresses of companies where you might apply. It may also give you some ideas of industries and types of jobs in your community or area.

   C. Chamber of Commerce lists

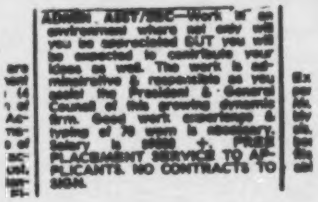
EVALUATION TECHNIQUE:

Use the following written test questions:

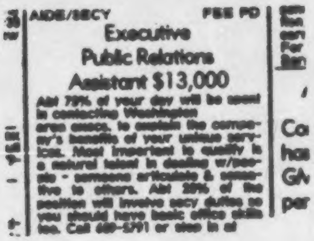
I. List eight sources of job openings.
II. Write a "help wanted" ad for a position you would like to have. In the ad include:
   A. Duties of the job
   B. Requirements for training and/or education
   C. Starting date of job
   D. Name, address, phone number of contact person

Unit V: Finding a Job Opening SM #1

Ads which have a high volume sales pitch. Consider if they will deliver what they say they will.



PLACEMENT SERVICE TO APPLICANTS. NO CONTRACTS TO SIGN.

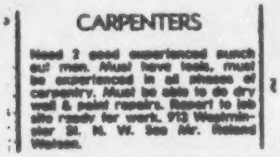


AIDE/SECY FEE PD

Executive Public Relations Assistant $13,000

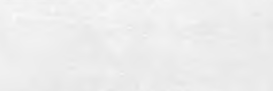
Would you be disappointed if this job involved more than 25% secretarial duties?

A help wanted ad should state clearly the duties of the job requirements for training or education, starting date, person to contact, address or phone number.



CARPENTERS

These ads are very specific.



UNIT TITLE: Getting a Job

LESSON TITLE: Preparing a Letter of Application

STUDENT OBJECTIVE:

Given classroom instruction and a classroom exercise, the students will write a letter of application using "Tips for Writing a Proper Letter of Application" with 100% accuracy.

MOTIVATION TECHNIQUE:

The teacher will clip ads from the classified section of the local newspaper and place them in a hat or box. Each student will draw a job from the hat and will later write a letter of application for that specific position. The teacher may choose to include jobs for which the students are preparing, so that the students are aware of the qualifications for these jobs.

LEARNING ACTIVITIES:

Discuss the correct and incorrect ways to write a letter of inquiry and letter of application. (NOTE: Use Transparencies 1-4 for this discussion.)

After the discussion, have each student write a letter of application for the job he drew from the hat.

TEACHING AIDS AND REFERENCES:

I. Aids

A. Overhead Projector (not furnished)

B. Teacher Material (TM) - Transparencies
1. TM #1 - "Tips for Writing a Proper Letter of Application"
2. TM #2 - "Correct Way to Write a Letter of Application"
3. TM #3 - "Incorrect Way to Write a Letter of Application"
4. TM #4 - "Correct Way to Write a Letter of Inquiry"

C. Audio Visual Materials (not furnished)
Lambert, Roger, and Douglas Ray. Employability Skills. Madison, Wisconsin: Center for Studies in Vocational-Technical Education, 1975. (filmstrip and cassette)

II. References

A. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. The Job You Want - How to Get It, 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., 1975.

B. Blackledge, Walter L.. Ethel H. Blackledge, and Helen J. Keily. You and Your Job, 1st ed. Cincinnati, Ohio: South-Western Publishing Co., 1967.

C. Brodine, Linda. Happiness is Landing a Job. Kearney, Nebraska: Kearney State College.

D. Burkett, B. Verner. Locating and Securing a Job. Columbia, South Carolina: Office of Vocational Education, State Department of Education, 1970.

E. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 43-47.

F. Learning Resources Center. You're Hired! Getting the Right Job for You, Student Activity Book. Richmond, Virginia: Virginia Commonwealth University, 1972.

G. Learning Resources Center. You're Hired! Getting the Right Job for You, Teacher Manual. Richmond, Virginia: Virginia Commonwealth University, 1972.

H. Stone, Elna. How to Get a Job. Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY:

I. Purpose of the "Letter of Application"

A. The applicant has seen an ad for a job and wishes to apply for the position.

B. This letter introduces the applicant to the employer.

C. This letter lets the employer know the applicant is interested in a specific job.

D. General information from the company can be requested.
    1. Application form
    2. Interview time

II. Purpose of the "Letter of Inquiry"

A. This letter is a means of finding out if there is an opening in the applicant's field.

B. If there is not an opening in a specific field, this letter can be filed in order to contact the applicant when a job in that field is open.

EVALUATION TECHNIQUE:

Each student will correctly write a letter of application from a "help wanted" ad as described in the motivation technique.

TIPS FOR WRITING A PROPER LETTER OF APPLICATION

FOLLOW THESE GUIDELINES WHEN WRITING A LETTER OF APPLICATION:

1. WRITE CLEAR, SHORT SENTENCES.
2. BE SPECIFIC AS TO THE JOB FOR WHICH YOU ARE APPLYING.
3. KEEP YOUR LETTER SHORT, NOT LONGER THAN ONE PAGE. ENCLOSE A PERSONAL DATA SHEET (RESUMÉ) THAT LISTS YOUR QUALIFICATIONS.
4. FOLLOW A BUSINESS LETTER FORMAT.
5. PLACE YOUR NAME AND ADDRESS IN THE TOP RIGHT HAND CORNER SO THAT THE CONTACT PERSON CAN CORRESPOND BY MAIL.
6. PLACE THE NAME AND ADDRESS OF THE CONTACT PERSON IN THE LEFT-HAND SPACE JUST ABOVE THE SALUTATION.
7. TYPE THE LETTER OR WRITE WITH INK.
8. MAKE SURE SPELLING AND GRAMMAR ARE CORRECT.
9. USE YOUR COMPLETE NAME WHEN SIGNING THE LETTER. DO NOT USE YOUR NICKNAME.

CORRECT WAY TO WRITE A LETTER OF APPLICATION

LETTER 1

42 County Road
Anytown, VA 22000
May 1, 1976

Your address
and date
of letter.

Mr. J. E. Carson
Farm Bureau
Route 1
Anytown, VA 22000

Name and address
of contact person.

Dear Mr. Carson:

This letter of application is written in response to your advertisement for a clerk typist in today's edition of the Daily News.

I am 18 years old and will graduate from Valley County High School on June 1, 1976. I have been enrolled in Secretarial Science two years.

My personal data sheet is enclosed for your consideration.

I would appreciate an interview at your convenience. You can reach me at 431-5211 after 3:00 p.m. Thank you very much.

Sincerely yours,

Thomas H. Carroll (Your signature)

Thomas H. Carroll

Enclosure

INCORRECT WAY TO WRITE A LETTER OF APPLICATION

LETTER 2

May 1, 1976

Dear Sir:

I would like you to give me a job that pays pretty good money. I am a senior at Valley County High School and I will finish on June 1, 1976.

I took general vocational subjects in high school and I like carpentry work.

Sincerely yours,

Butch Long

CORRECT WAY TO WRITE A LETTER OF INQUIRY

LETTER 3

117 High Street
Anytown, VA 11100
March 17, 1976

Your address
and date
of letter.

Personnel Manager
Business Machines, Inc.
Concord Avenue
Anytown, VA 11100

Title and address
of contact person.
(Many times you will
not know the contact
person's name).

Dear Sir:

This letter is written to inquire about a possible secretarial position with your company.

I am a high school senior at Central High School, and will graduate June 1, 1976. I have been enrolled in the secretarial course for three years.

Please let me know if you will have any job openings for full-time employment beginning July 1, 1976. I am looking forward to hearing from you.

Sincerely yours,

Joan S. Barton (Your signature.)

Joan S. Barton

UNIT TITLE: Getting a Job

LESSON TITLE: Preparing a Personal Data Sheet

STUDENT OBJECTIVES:

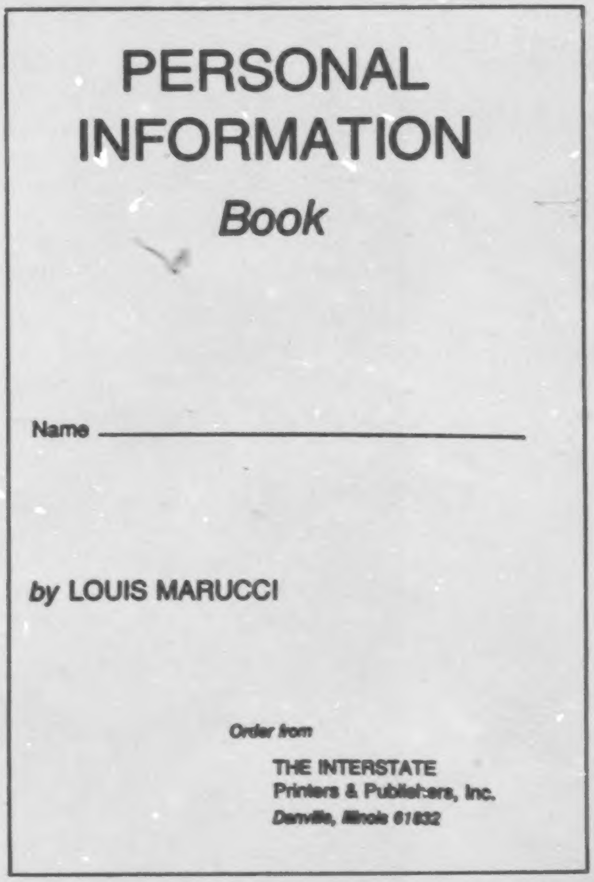
I. Given classroom instruction, the student will neatly complete the "Personal Information Book," in ink with 100% accuracy.

II. Given classroom instruction, students who do not have a social security number, will apply for a number with permission of their parents.

III. Given classroom instruction, the student will write his own Personal Data Sheet. The Personal Data Sheet will be neatly completed in ink with 100% accuracy.

MOTIVATION TECHNIQUE:

Each student will fill out his "Personal Information Book" by Louis Marucci which can be ordered from Interstate Publishers. This booklet will enable the student to have the personal information he needs when he goes for an interview. A booklet of this type also speeds up filling out applications because names, addresses, and dates are in a permanent booklet. Many times an employer may have the student's Personal Data Sheet with his application and, therefore, it is not available for the student's reference. The "Personal Information Book" solves this problem.



PERSONAL
INFORMATION
Book

Name ______________________

by LOUIS MARUCCI

Order from

THE INTERSTATE
Printers & Publishers, Inc.
Danville, Illinois 61832

LEARNING ACTIVITIES:

Invite a resource person from the local Social Security Office to spe on the purpose and benefits of social security.

Discuss the procedure for obtaining a social security number and allow students to apply for numbers with the permission of their parents.

Give each student a copy of a "Sample Personal Data Sheet" (SM #1). Discuss the purposes of a Personal Data Sheet and the proper method of preparation. Then have each student prepare a Personal Data Sheet for his personal records.

TEACHING AIDS AND REFERENCES:

I. Aids

- A. "Personal Information Book" (not furnished)
- B. Social Security Forms (not furnished)
- C. Teacher Material (TM) #1 - "Sample Permission Letter"
- D. Student Material (SM) #1 - "Sample Personal Data Sheet"
- E. Audio Visual Materials (not furnished)
  Lambert, Roger, and Douglas Ray. Employability Skills. Madison, Wisconsin: Center for Studies in Vocationa Technical Education, 1975. (filmstrip and cassette)

II. References

- A. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. The Job You Want - How to Get It, 2nd ed. Cincinnati, Ohio: South-Western Publishing Company, 1975.
- B. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. You and Your Job, 1st ed. Cincinnati, Ohio: South-Western Publishing Company, 1967.
- C. Burkett, B. Verner. Locating and Securing a Job. Columbia, South Carolina: Office of Vocational Education, State Department of Education, 1970.
- D. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 47-51.
- E. Learning Resources Center. You're Hired! Getting the Right Job for You, Student Activity Book. Richmond, Virginia: Virginia Commonwealth University, 1972.

F. Learning Resources Center. You're Hired! Getting the Right Job for You, Teacher's Manual. Richmond, Virginia: Virginia Commonwealth University, 1972.

G. Stone, Elna. How to Get a Job. Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY:

I. Social Security Number

(If a student is planning to get a job, he will need a social security number if he does not already have one. Now would be a good time for each student to get a number from the area social security office. Forms may be picked up for the class at the social security office or the local post office. It would be a good idea to get permission from parents before allowing students to apply for social security numbers.)

A. Social security provides income for you when you reach retirement age. A weekly sum is taken from your pay check and put into the social security fund.

B. A social security number acts as an identification number.

II. Two Synonyms for Personal Data Sheet

A. Resumé - French word which means summarize

B. Curriculum vitae - Latin phrase which means the course of one's life

III. Purpose of a Personal Data Sheet

A. Introduces the applicant to the employer

B. Allows the employer to judge the applicant's qualifications

C. Allows the applicant to see his own qualifications and prepare sufficiently for a job interview

IV. Parts of the Personal Data Sheet

A. General or personal information
   1. name - follow directions - for example, last name first
   2. address
   3. telephone number
   4. social security number
   5. birthdate and birthplace
   6. age
   7. height
   8. weight
   9. health (record of diseases and/or physical defects)

B. Educational information
   1. Names and addresses of high schools, trade or business schools, or other schools attended. Follow directions for order. Begin with most recent school and work back to the first school attended.
   2. Dates entering and leaving each school
   3. Major and minor subjects studied in the most recent school you have attended
   4. Highest level of education completed

C. Extra-curricular activities
   1. List clubs and activities in which you were active at school, church, and community.
   2. List offices held in any clubs or organizations.

D. Work or employment experience
   1. List names and addresses of previous or present employers Begin with present or most recent employers.
   2. List dates entering and leaving each job.

E. References
   1. Names, addresses, and telephone numbers of three persons who can give character references.
   2. You should contact these people in advance to obtain permission to use them as references.

V. Tips for Preparing a Personal Data Sheet

A. There are many different forms for writing a Personal Data Sheet. Find the one you like and make it as complete as you possibly can.

B. Personal Data Sheets should be typewritten or off-set printed, never xeroxed or mimeographed.

C. Keep your Personal Data Sheet to two pages at the most. Be concise but complete to keep the employer's interest.

D. Be sure to ask permission before you use anyone's name as a reference.

E. Check your Personal Data Sheet for completeness, accuracy, spelling, grammar, and punctuation before it is typed.

EVALUATION TECHNIQUES:

I. Check each student's "Personal Information Book' for completeness, neatness, and accuracy.
II. Inspect the application forms of those students who are applying for social security numbers.
III. Check each student's "Personal Data Sheet" for completeness, neatness, and accuracy.

Sample Permission Letter

School
Date

Dear Parent:

Your son/daughter is currently studying a unit entitled "Getting a Job." It is necessary to have a social security number in the event your child applies for a job, even a part-time job.

As a class learning activity any student who does not have a social security number is urged to apply for a number. The social security office is supplying forms which will be filled out in class under the supervision of the teacher.

If you desire your child to apply for a social security number, please sign the form below and return it to me this week.

Thank you.
Sincerely yours,

Teacher's name

I hereby grant permission for ______________________________ to apply for a social security number.

______________________________ Signed
Parent or Guardian

______________________________ Date

Sample Personal Data Sheet

Name: Sally Kelley

Address: 37 Proctor Road, Richmond, Virginia 23215

Telephone: 804/592-3378

Age: 18 Height: 5'6" Weight: 130 lbs.

Health: Excellent

Education: Richmond High School 23216 1970-1974

Major Subjects	Minor Subjects
Math	Home Economics
English	Physical Education
Distributive Education	
Social Studies	

Extra-Curricular Activities: DECA - 1971-1974
Club President of DECA - 1974
Principal's Aid - 1973-74

Work Experience: Sales Clerk - Richmond Department Store
Summer 1973, Summer 1974

References:

Mr. Richard Levette
Richmond Department Store
Richmond, VA 23216

Dr. Thomas B. Raft
1011 Capital Street
Richmond, VA 23216

UNIT TITLE: Getting A Job

LESSON TITLE: Completing Application Forms

STUDENT OBJECTIVE:

Given a "Job Application Form" in a classroom situation, the student will neatly complete the form with 100% accuracy.

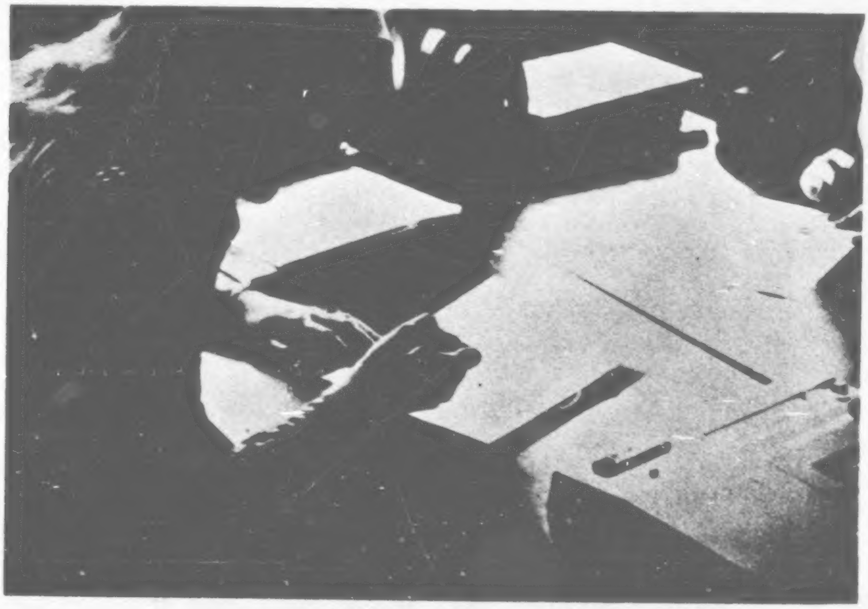
MOTIVATION TECHNIQUE:

Announce to the students that a contest will be conducted to determine the best job applicants in the class. During this unit of instruction, each student will complete a "Job Application Form." These forms will be judged by the teacher, and the top three students will then be allowed to participate in the final phase of the contest which will consist of a job interview. The job interviews will be conducted during the next class session. A prize will be awarded to the most outstanding individual in the entire contest.

Reading contest rules and regulations, under teacher supervision, is an important part of the preparation for the "Job Interview Contest."

LEARNING ACTIVITIES:

Discuss the purposes of a "Job Application Form" and tell how this form can be obtained from prospective employers. Then give each student a copy of "Tips for Completing a Job Application Form" (SM #1). After discussing this handout, have each student complete a "Job Application Form" (SM #2). Students may use their "Personal Information Books" to assist in filling out these applications. Remind the students that these forms will be evaluated by the teacher to determine the three top competitors for the final phase of the contest.



TEACHING AIDS AND REFERENCES:

I. Aids

A. Student Materials (SM)
1. SM #1 - "Tips for Completing a Job Application Form"
2. SM #2 - "Job Application Form"

B. Audio Visual Materials (not furnished)
Lambert, Roger, and Douglas Ray. Employability Skills. Madison, Wisconsin: Center for Studies in Vocational-Technical Education, 1975. (filmstrip and cassette)

II. References

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C. Brodine, Linda. Happiness is Landing a Job. Kearney, Nebraska: Kearney State College.

D. Burkett, B. Verner. Locating and Securing a Job. Columbia, South Carolina: Office of Vocational Education, State Department of Education, 1970.

E. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp 38-42.

F. Learning Resources Center. You're Hired! Getting the Right Job for Your, Student Activity Book. Richmond, Virginia: Virginia Commonwealth University, 1972.

G. Learning Resources Center. You're Hired! Getting the Right Job for You, Teacher's Manual. Richmond, Virginia: Virginia Commonwealth University, 1972.

H. Stone, Elna. How to Get a Job. Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY:

I. Purposes of a Job Application Form

A. Indicates an individual's definite interest in employment with a certain business or firm

B. Provides basic information to the employer that can be used to screen a large number of applicants

C. Gives the employer a chance to learn something about an applicant before the interview

II. "Tips for Completing a Job Application Form" (SM #1)

EVALUATION TECHNIQUE:

Check each student to see that he has completely and accurately filled out his "Job Application Form." Evaluate all of the forms and select the top three students to participate in the "Job Interview" phase of the contest.

Tips for Completing a Job Application Form

1. If possible, obtain two copies of the application form so one may be used as a rough draft and file copy.
2. Read all directions carefully before you begin filling out the application.
3. Fill out the application form in ink or use a typewriter.
4. Be sure every item is accurate and clear.
    a. Give your complete address, including your zip code.
    b. Give exact dates and addresses for schools and former places of employment.
5. Answer every question that applies to you. If a question does not apply, you may write "NA", meaning "not applicable", or draw a line through the space to show that you did not overlook the question.
6. Be prepared to list several good references such as: the pastor of your church, a former employer, a teacher who knows you well, or friends who are established in business.
   (NOTE: It is best to obtain permission from those persons you plan to use as references.)
7. When you sign your name on the application, use your correct name - not a "nickname." Your first name, middle initial, and last name is usually preferred.

Job Application Form

Occupation applied for________________________Date____________

Personal Data

Name (Print)____

Soc. Security No.____

Present Address____

Home Phone Number____

Date of Birth: Month______________Day______Year______Sex_____

Single; Engaged; Married; Separated; Divorced; Widowed (Circle one)

Date of Marriage_______________Are you a U.S. Citizen?_________

Is your husband (wife) employed?________Type of work___________

Number of dependents__________Explain_______________________

Ages of children____

Do you live with parents?______Relatives?________Alone?_________

Rent or own your home?______________Willing to move?__________

Who or what caused you to seek employment with our firm?________

____

U.S. Armed Forces Data

Branch____

Beginning rank____

Most recent rank____

Date entered____

Date separated____

Type of discharge____

Are you in the National Guard or any branch of Armed Forces Reserve?

____

Explain____

Job Application Form

Education

	Name of School	City	Major Area	Year Began	Year Graduated
Elementary					
High School					
Other					

List college degrees, majors, and minors

Extracurricular activities

List machines you can operate

Have you learned a trade?

Type of trade

List positions you are qualified for by reasons of education, training, or experience

What is the minimum salary you would expect?

How soon would you be available for work?

May we refer to your present employer?

Job Application Form

Health

Do you understand that before being employed you must pass a physical examination by our company physician? ______________________________

Name of family physician ______________________________

Your height ______________________ Your weight ______________

Are you physically handicapped? ______ Describe ______________________

____

Were you ever injured while working? _______ Number of times ________

Person to notify in case of emergency ______________________________

Address ____________________________________ Relationship ________

Telephone number ____

Employment Record

1. Present or last position ______________________________________

   Company name and address ______________________________________

   ____

   Dates of employment ______________________ to ______________

   Immediate supervisor ______________________ Title ___________

   Nature and salary of beginning position ___________________________

   ____

   Was there anything you especially liked about the job? ______________

   Explain ____

   Reason for leaving ____

   ____

2. Next to last position (Continue with all positions previously held).

UNIT TITLE: Getting A Job

LESSON TITLE: Interviewing for a Job

STUDENT OBJECTIVE:

Given a classroom situation, the students will evaluate three participants in a "Job Interview Contest" and select the most outstanding individual.

MOTIVATION TECHNIQUE:

READ to the students:

"Assume that you are now the Personnel Manager for the local Safeway Store who wants to hire someone to serve as a Stock Control Clerk. The main duties of this job are to mark the price on each item in the store and to keep an adequate supply of foods on the shelves at all times. After reviewing 25 applications, you are about to personally interview the top three applicants. Observe the interviews carefully and be prepared to select the best applicant!"

LEARNING ACTIVITIES:

Discuss the purposes and importance of a job interview. Then give each student a copy of "Tips on Interviewing for a Job" (SM #1) and discuss these major points as a group. Next hand each person a "Score Sheet for Job Interview" (SM #2). Explain how to mark this sheet in a discriminatory manner so as to determine the best applicant.

Conduct a "Job Interview Contest" involving the three top applicants who were selected for their outstanding application forms. Ask a local personnel manager or an employer to serve as the interviewer. If this is not possible, the teacher may serve as the interviewer. Typical interview questions are contained in TM #1. Each interview should last for no more than 10 minutes and no contestant should be allowed to watch his competitors in the contest. Offer a reasonable prize to the individual who is selected by his fellow students as the best applicant.

TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Material (TM) #1 - "Typical Interview Questions"

B. Student Material (SM)
   1. SM #1 - "Tips on Interviewing for a Job"
   2. SM #2 - "Score Sheet for Job Interview"

C. Audio Visual Material (not furnished)
   Lambert, Roger, and Douglas Ray. Employability Skills. Madison, Wisconsin: Center for Studies in Vocational-Technical Education, 1975. (filmstrip and cassette)

II. References

A. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. The Job You Want - How to Get It, 2nd ed. Cincinnati, Ohio: South-Western Publishing Company, 1975.

B. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. You and Your Job, 1st ed. Cincinnati, Ohio: South-Western Publishing Company, 1967.

C. Brodine, Linda. *Happiness is Landing a Job.* Kearney, Nebraska: Kearney State College.

D. Burkett, B. Verner. *Locating and Securing a Job.* Columbi South Carolina: Office of Vocational Education, State Department of Education, 1970.

E. Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 52-62.

F. Learning Resources Center. *You're Hired! Getting the Right Job for You, Student Activity Book.* Richmond, Virginia: Virginia Commonwealth University, 1972.

G. Learning Resources Center. *You're Hired! Getting the Right Job for You, Teacher's Manual.* Richmond, Virginia: Virginia Commonwealth University, 1972.

H. Stone, Elna. *How to Get a Job.* Milwaukee, Wisconsin: The Bruce Publishing Company, 1969.

CONTENT SUMMARY:

I. Purposes of a Job Interview

  A. The job interview provides an opportunity for the employer or his representative to meet the applicant in person.

  B. The interview allows the applicant a chance to visit the place of business and get a firsthand look at the facilities and the people who work there.

II. Importance of a Job Interview

  A. The job interview usually has more effect than anything else on whether or not an applicant gets a job.

  B. What happens during the short interview period may direct a person's entire future career.

  C. The impression made by an applicant during his interview will last for an indefinite period of time.

III. "Tips on Interviewing for a Job" (SM #1)

EVALUATION TECHNIQUE:

Ask each student to disclose the total points he gave to each of the three contestants. Then add the total points for each contestant and award a prize to the most outstanding individual in the contest (the one with the most cumulative points).

Typical Interview Questions

1. What are your vocational plans for the future?
2. Who was your Vocational Education teacher in high school?
   a. How did you like the Vocational Education course?
   b. What part of the course did you enjoy most?
3. In what extra-curricular activities did you participate?
4. What are some of your hobbies?
5. What kind of work would you like to do?
6. What qualifications do you have for this job?
7. Do you like working with other people or by yourself?
8. Do you like to make decisions?
9. What kind of boss do you prefer?
10. Do you enjoy doing the same kind of work repeatedly?
11. Why would you like to work for this company?
12. What jobs have you had? Why did you leave?
13. What salary do you expect?
14. Do you have any debts?
15. Have you had any serious illnesses?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days did you miss last year?
18. When can you begin work?

Tips on Interviewing for a Job

1. Review your "Personal Data Sheet" before the interview so you will be able to answer whatever questions may be asked of you.
2. Be sure that you know the exact time and place of the interview. (Write it down so you won't forget.)
3. Find out information about the company before the interview so you will have something besides yourself to talk about during the interview.
4. Take a pen and pencil, your social security card, a work permit (if required), and a personal data sheet with you to the interview.
5. Go alone! Do not take parents or friends with you to an interview.
6. Check your appearance very carefully before you leave home. Remember: The employer's first impression of you will be based on how you look!
7. Arrive five minutes early so you have time to relax before the interview begins.
8. Be prepared to introduce yourself to those you meet at the place of business.
9. Remain standing until the interviewer asks you to sit.
10. Show a genuine interest in the company at all times.
11. Be sincere and natural with your answers. Speak distinctly and loud enough to be heard.
12. When the interview is over - leave! Don't try to prolong the visit by engaging in meaningless discussion.

SM #2

Job Interview Score Sheet

Name of Applicant: ______________________________

Date: ______________________________

PLEASE REPORT YOUR INTERVIEW IMPRESSIONS BY CHECKING THE ONE MOST APPROPRIATE BOX IN EACH AREA.

1. APPEARANCE	[ ] 1 pt. Very untidy; poor taste in dress.	[ ] 2 pts. Somewhat careless about personal appearance.	[ ] 3 pts. Satisfactory personal appearance.	[ ] 4 pts. Good taste in dress; better than average appearance.	[ ] 5 pts. Unusually well groomed; very neat; excellent taste in dress.
2. FRIENDLINESS	[ ] 1 pt. Appears very distant and aloof.	[ ] 2 pts. Approachable; fairly friendly.	[ ] 3 pts. Warm; friendly; sociable.	[ ] 4 pts. Very sociable and outgoing.	[ ] 5 pts. Extremely friendly and sociable.
3. POISE-STABILITY	[ ] 1 pt. Ill at ease; is jumpy and appears nervous.	[ ] 2 pts. Somewhat tense; is easily irritated.	[ ] 3 pts. About as poised as the average applicant.	[ ] 4 pts. Sure of himself; appears to like crises more than average person.	[ ] 5 pts. Extremely well composed; apparently thrives under pressure.
4. PERSONALITY	[ ] 1 pt. Unsatisfactory for this job.	[ ] 2 pts. Questionable for this job.	[ ] 3 pts. Satisfactory for this job.	[ ] 4 pts. Very desirable for this job.	[ ] 5 pts. Outstanding for this job.
5. CONVERSATIONAL ABILITY	[ ] 1 pt. Talks very little; Expresses himself poorly.	[ ] 2 pts. Tries to express himself but does fair job at best.	[ ] 3 pts. Average fluency and expression.	[ ] 4 pts. Talks well and "to the point."	[ ] 5 pts. Excellent expression; extremely fluent; forceful.
6. ALERTNESS	[ ] 1 pt. Slow to "catch on."	[ ] 2 pts. Rather slow; requires more than average explanation.	[ ] 3 pts. Grasps ideas with average ability.	[ ] 4 pts. Quick to understand; perceives very well.	[ ] 5 pts. Exceptionally keen and alert.
7. INFORMATION ABOUT GENERAL WORK FIELD	[ ] 1 pt. Poor knowledge of field.	[ ] 2 pts. Fair knowledge of field.	[ ] 3 pts. Is as informed as the average applicant.	[ ] 4 pts. Fairly well informed; knows more than average applicant.	[ ] 5 pts. Has excellent knowledge of the field.
8. EXPERIENCE	[ ] 1 pt. No relationship between applicant's background and job requirements.	[ ] 2 pts. Fair relationship between applicant's background and job requirements.	[ ] 3 pts. Average amount of meaningful background and experience.	[ ] 4 pts. Background very good; considerable experience.	[ ] 5 pts. Excellent background and experience.
9. DRIVE	[ ] 1 pt. Has poorly defined goals and appears to act without purpose.	[ ] 2 pts. Appears to set goals too low and to put forth little effort to achieve these.	[ ] 3 pts. Appears to have average goals; puts forth average effort to reach these.	[ ] 4 pts. Appears to strive hard; has high desire to achieve.	[ ] 5 pts. Appears to set high goals and to strive incessantly to achieve these.
10. OVERALL	[ ] 1 pt. Definitely unsatisfactory.	[ ] 2 pts. Substandard.	[ ] 3 pts. Average.	[ ] 4 pts. Definitely above average.	[ ] 5 pts. Outstanding.

Total Points: ______________________

UNIT TITLE: Performing on the Job

LESSON TITLE: Exhibiting Pride in Good Workmanship

STUDENT OBJECTIVE:

Given classroom instruction and several popular statements concerning pride in good workmanship, the student will write his agreement or disagreement with each statement. Acceptable performance will be 100% completion of the evaluation (SM #2).

MOTIVATION TECHNIQUE:

Show the transparency "The Road Not Taken" (TM #1). Relate the two roads to the two expressed attitudes toward work, and ask the students to think about which road they would rather travel. Why? (NOTE: This is a serious topic. Do not let the students lose their sincerity in this short discussion.)

LEARNING ACTIVITIES:

Following the short discussion for motivation, the teacher should leave TM #1 projected on the screen and proceed with the lesson. Hand out SM #1 and ask each student to classify the attitude toward work that the statement suggests as either "work is a means to an end (Road I)" or "work is the end in itself (Road II)."

Identify and discuss statements where there is considerable disagreement by the students.

Conduct the following experiment:

1. Ask each student to write a definition for the work "pride" on a piece of scrap paper without his name on it. Record the length of time the students work until the last student finishes.

2. Next, ask each student to write a definition for the word "workmanship" on a clean sheet of paper, put his name in the upper righthand corner and turn in the paper. Record the length of time until the last student turns in his paper.

3. Pass the papers back to the students.

4. Discuss the following:
   a. the workmanship of a person who is identified with a product compared to a person who is not identified with a product (Example: an automobile factory worker compared to an artist);
   b. the quality of the definitions;
   c. the time it took for the student to complete both;
   d. the neatness of the two papers; and
   e. the definitions of "pride" and "workmanship."

TEACHING AIDS AND REFERENCES:

I. Aids

   A. Teacher Material (TM) - Transparency
      1. TM #1 - "The Road Not Taken"

   B. Student Material
      1. SM #1 - "Popular Statements Concerning Pride in Good Workmanship"
      2. SM #2 - "Evaluation"

   C. Audio Visual Materials (not furnished)
      1. Current Affairs Films. The Work Ethic: A Victim of Progress. Wilton, Connecticut: Current Affairs Films, 1974. (filmstrip and cassette)
      2. Guidance Associates. The Changing Work Ethic. Pleasantville, New York: Guidance Associates, 1973. (filmstrip, record, and teacher guide)
      3. Stjernderg, Lloyd. Working Together on Man's Earth. Bowling Green, Virginia: Encyclopedia Britannica Educational Corporation, 1970. (filmstrips and teacher guides)

II. References

A. Bryant, Clifton D. (ed.). The Social Dimensions of Work. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

B. Jenkins, David. Job Power, Blue and White Collar Democracy. Garden City, New York: Doubleday and Company, Inc., 1973.

C. Lee, Mildred K. The Changing Work Ethic, Discussion Guide. New York: Guidance Associates, 1973.

D. Strong, Merle D. (ed.). Developing the Nation's Work Force. Washington, D.C.: The American Vocational Association, Inc., 1975.

CONTENT SUMMARY:

I. Importance of Taking Pride in One's Work

A. Self-satisfaction

B. Quality products for the consumer
   1. Everyone is a consumer of products made by others.
   2. Most workers only make a small contribution to the finished product.

C. Career advancement
   1. Successful workers are advanced to jobs with greater responsibilities and greater rewards.
   2. Successful workers are given the opportunity to be more creative and responsible.
   3. Successful workers find their jobs more challenging.

D. The joy of work
   1. The opportunity to say, "I did that," makes work more satisfying.
   2. Work provides freedom from boredom.
   3. Work provides self-fulfillment.
   4. Work allows people the opportunity to get away from the problems and frustrations of life.
   5. Challenging work provides the opportunity to get involved with your work.

EVALUATION TECHNIQUE:

Each student will complete the evaluation (SM #2).

THE ROAD NOT TAKEN

TWO ROADS DIVERGED IN A YELLOW WOOD,
AND SORRY I COULD NOT TRAVEL BOTH
AND BE ONE TRAVELER, LONG I STOOD
AND LOOKED DOWN ONE AS FAR AS I COULD
TO WHERE IT BENT IN THE UNDERGROWTH;

THEN TOOK THE OTHER, AS JUST AS FAIR,
AND HAVING PERHAPS THE BETTER CLAIM,
BECAUSE IT WAS GRASSY AND WANTED WEAR;
THOUGH AS FOR THAT, THE PASSING THERE
HAD WORN THEM REALLY ABOUT THE SAME.

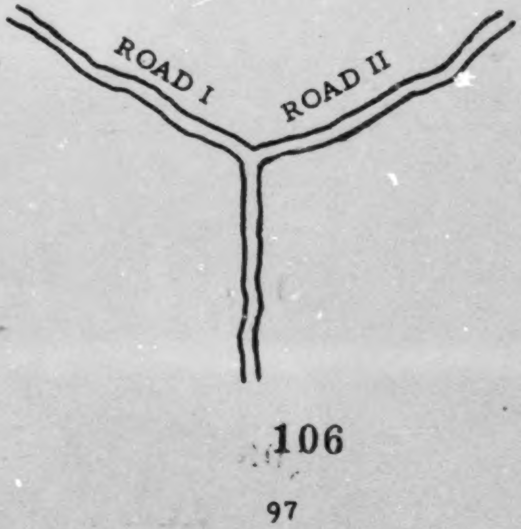
AND BOTH THAT MORNING EQUALLY LAY
IN LEAVES NO STEP HAD TRODDEN BLACK.
OH, I KEPT THE FIRST FOR ANOTHER DAY!
YET KNOWING HOW WAY LEADS ON TO WAY,
I DOUBTED IF I SHOULD EVER COME BACK.

I SHALL BE TELLING THIS WITH A SIGH
SOMEWHERE AGES AND AGES HENCE:
TWO ROADS DIVERGED IN A WOOD, AND I
TOOK THE ONE LESS TRAVELED BY,
AND THAT HAS MADE ALL THE DIFFERENCE.

ROBERT FROST

WORK IS A MEANS TO AN END.

The purpose of work is to earn money so the worker can enjoy life.



WORK IS THE END IN ITSELF.

The purpose of work is to enjoy life. The worker gains pleasure and satisfaction from his work.

Unit VI: Exhibiting Pride in Good Workmanship SM #1

Popular Statements Concerning Pride in Good Workmanship

	Road #1	Road #2
1. "If any would not work, neither should he eat." St. Paul		
2. "Blessed is he who has found his work: Let him ask no other blessedness." Thomas Carlyle		
3. "Hard work is noble and necessary. All honest work is dignified." Mildred K. Lee		
4. "Without work all life goes rotten. But when work is soulless, life stifles and dies." Albert Camus		
5. "Everyday we sell little pieces of ourselves and then we try to buy them back at night with coins." C. Wright Mills.		
6. "Early to bed and early to rise, makes a man healthy, wealthy, and wise." Benjamin Franklin		
7. "...work for another man, in return for a wage of any kind, is degrading." Claude Mosse		
8. "The softening of the body involves a serious weakening of the mind." Xenophon		
9. "Individual dignity and fulfillment in an industrial society can only be given in and through work." Peter Drucker		
10. "Even as adults, only a small percentage of Americans have the privilege of feeling that their work is essential or important." Sula Benet		
11. "Work is our behavioral product, but so, too, are we and our lives in many ways the products of our work." Clifton D. Bryant		
12. "One of the most important rewards of work is the sense of personal fulfillment and joy that results from a job that's well done." Parkrose Public Schools		

EVALUATION

I agree/disagree with this statement because...........

1. "If any would not work, neither should he eat."

2. "The softening of the body involves a serious weakening of the mind."

3. "Hard work is noble and necessary. All honest work is dignified."

4. "Everyday we sell little pieces of ourselves and then we try to buy them back at night with coins."

UNIT TITLE: Performing on the Job

LESSON TITLE: Receiving Happiness from a Job

STUDENT OBJECTIVE:

Given classroom instruction and four role playing situations, the student will evaluate the main character in each situation as to whether that person is happy with his or her job. Acceptable performance will be 100% completion of the checklist (SM #2).

MOTIVATION TECHNIQUE:

Assign each student the task of locating clippings and bringing to class a color picture of a male or female worker who is apparently happy with his or her work. Make a collage on the bulletin board with these pictures titled "The Joy of Work."

LEARNING ACTIVITIES:

After the bulletin board is completed, have the students divide into groups (two or three students) and write an ending to any one of the four situations (SM #1). Have volunteers or draftees to role play their endings while the rest of the class evaluates their performance for happiness on the job with the checklist (SM #2).

TEACHING AIDS AND REFERENCES:

Aids

A. Student Material (SM)
   1. SM #1 - Role Situations
   2. SM #2 - Checklist

B. Stapler (not furnished)

C. Letters for bulletin board title (not furnished)

CONTENT SUMMARY:

I. What are Some of the Reasons That a Person is Happy with His Job?

   A. He takes a personal interest in his work.

   B. He works not only for monetary rewards but also for:
      1. self-satisfaction,
      2. prestige,
      3. power,
      4. companionship,
      5. compliments, and
      6. responsibility.

   C. He can do his job well.

   D. He is proud to be identified with his job.

II. What are the Characteristics of a Person Who is Happy with His Job?

   A. A smile
   B. Intense eye contact with his work
   C. Facial expression of pride
   D. Facial expression of security
   E. A careful touch
   F. Verbal expression of satisfaction
   G. Enthusiastic voice
   H. Desires to tell about his work
   I. Desires to correct any work that is not "just right"
   J A confident walk
   K Others

EVALUATION TECHNIQUE:

Check each student to see that he has completed a checklist (SM #2) for all four role playing situations.

Situation #1 (Requires three persons - Joyce, a receptionist; Mr. Davis, a client; and Mark, a secretary.)

Joyce has been the receptionist for the Wimple, Weaver, and Wampler law firm for three years. She has always been pleasant and happy. Her responsibilities have been to answer the telephone, greet people, determine the nature of their visit, communicate their arrival to each lawyer's secretary and make them comfortable until their lawyer can see them. Last week her responsibilities changed. Because of an employee cutback, her job description now includes typing 25 percent of her working time. Joyce is only a fair typist, still receives the same amount of clients, and still is paid the same salary.

How might Joyce react to a new client (Mr. Davis) who comes in without an appointment? How might she react to another secretary (Mark) who indicates that his boss has a full schedule? Write your own ending to this situation one week after Joyce's job was changed.

Situation #2 (Requires two persons - Tom, a disabled electrician; and Mr. Hemp, an assembly line supervisor.)

Tom, who has been an electrician for 22 years was recently involved in a freak accident that left him with impaired use of his legs. He now walks with a definite limp and can only stand for short periods of time.

Tom had an opportunity to stop work and become a disabled worker that would allow him to receive workman's compensation for the rest of his life. He turned down this alternative when the plant offered to keep him on as an assembly line worker. The salary for this job would be less than his electrician's salary but about the same as his workman's compensation. Tom could not see himself as a non-worker and welcomed the opportunity to continue to work.

One year later Tom is still on the assembly line making the same small connection thousands of times each day. How might he react to a newly employed, young supervisor (Mr. Hemp) fresh out of a management training program, who suggests that his work lacks neatness and some of his units are not passing the quality inspection? Write your own ending to this situation one year after Tom's accident.

Situation #3 (Requires two persons - Pat, a brush-cutter with a Master's degree; and Coral, a high school senior.)

Although Pat was reared in the inner city, she developed a sincere interest in forestry through reading books and many weekend visits to the national forest. After graduation from high school, she attended a four-year college and received a bachelor of science degree in forestry conservation. When there seemed to be no jobs in this field she enrolled in graduate school and received a master of science degree in forestry conservation. Following another unsuccessful attempt to find employment in this male-dominated area, Pat accepted a job with a tree-pruning crew for an electric company. Her responsibilities included clearing brush and trees away from electric lines. This is hard manual work and somewhat dangerous.

What do you think Pat's reaction would be to a high school senior girl (Coral) who is considering studying forestry in college? Write your own ending to this situation.

Situation #4 (Requires three persons - Dale, a store clerk; Mr. Zirkle, the store owner; and Bill, Mr. Zirkle's nephew.)

Dale has been working as a clerk in Zirkle's Seed and Feed Store for three years. He has been happy with his work and is well liked by the store customers and the store management. Mr. Zirkle often compliments Dale on his work and the extra long hours that he works. Dale has known for more than a year that the seed department manager's job would be available soon and he wants it.

Another clerk in the store (Bill) is Mr. Zirkle's nephew. Bill takes long breaks, comes to work late, leaves early and has often been known to argue with the customers. Even though Mr. Zirkle knows that Dale is a much better clerk than Bill, he appoints Bill to the position of seed department manager.

Bill and Dale have constant conflicts in the carrying out of the responsibilities of their jobs. Finally Mr. Zirkle calls both men in for a conference. What do you think happened? Write your own ending to this situation.

Checklist of Characteristics that Indicate that a Person is Happy with His or Her Job

Characteristic	Student Response			
	Sit. #1	Sit. #2	Sit. #3	Sit. #4
Smile				
Intense eye contact with work				
Facial expression indicating pride				
Facial expression indicating security				
A gesture or careful touch of the work				
Verbal expression of satisfaction				
Enthusiastic voice				
Desire to tell about his/her job				
Desire to recruit others to the profession				
Desire to correct any work that is not "just right"				
A confident walk				
Others (list)				

UNIT TITLE: Managing Money

LESSON TITLE: Becoming a Wage Earner

STUDENT OBJECTIVE:

Given classroom instruction on "Becoming a Wage Earner," a Va. -4 form, a W-4 form, and an employee's situation, the student will complete one copy of each form with 100% accuracy.

MOTIVATION TECHNIQUE:

Obtain an "Employee's Withholding Exemption Certificate" (Form W-4) and a "Virginia Employee's Withholding Exemption Certificate" (Form Va. -4) from the school office or the Internal Revenue Service. Show the forms to the class and ask the students if they have seen these types of forms and know why they are used.

LEARNING ACTIVITIES:

Lecture to the students for a short period (not exceeding 15 minutes) while the students take notes. The subject for the lecture is "Becoming A Wage Earner." Use the lecture notes "Definition of Terms" (TM #1) and "Federal Withholding Exemption Procedures" (TM #2) as sources of information. Following the lecture, use a short question and answer session to resolve immediate concerns of the students. Use the handout "Withholding Exemption Certificates" (SM #1) and the list of "Employee Situations" (SM #2) and give each student the opportunity to practice filling out these forms.

TEACHING AIDS AND REFERENCES:

I. Aids

A. Federal and State Withholding Exemption Certificates (not furnished)

B. Teacher Material (TM)
   1. TM #1 - "Definition of Terms"
   2. TM #2 - "Federal Wtihholding Exemption Procedures"

C. Student Material (SM)
   1. SM #1 - "Withholding Exemption Certificates"
   2. SM #2 - "Employee Situations"

II. References

A. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

B. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 153-177.

CONTENT SUMMARY:

Refer to the lecture notes (TM #1 and TM #2) for the content summary in this lesson.

EVALUATION TECHNIQUE:

Give each student a copy of "Withholding Exemption Certificates" (SM #1) and ask them to complete each form for the following employee's situation (write on chalkboard):

Name: Brenda Gail Tobert
Social Security Number: 225-72-0581
Home address; P.O. Box 91, Route 6
Bergton, Virginia 22851
Employment position: Assembly line worker, furniture company
Expected salary: $7500.00
Marital status: Legally separated
Age: 45
Eyesight: Normal
Dependents: Two boys (ages-6 and 15), one girl (age-20) (The 15-year-old boy earns $800.00 per year with his paper route and the 20-year-old girl earns $6500.00 per year as a clerk-typist. All children live at home with Ms. Tobert and she receives no support money from their father.)
Additional withholdings: None
Date: Today's date

Definition of Terms
(Lecture Notes)

1. Employer-- a person, business, or industry that hires one or more persons for wages or salary.

2. Employee-- a person who works for another person, business, or industry in exchange for wages or salary.

3. Withholding-- the process by which a proportional amount of money is deducted from your paycheck and held by the government (State or Federal). At the end of the year when you file your taxes, you may get some of the money back if the government has withheld more than you owe in taxes.

4. Exemption-- the claiming of a person (husband, wife, children, or other closely related person) for tax purposes that you support during the tax year.

5. Employee's Withholding Exemption Certificate-- a tax form that is required by law to be filled out by an employee once he accepts a job. This form provides the necessary information that will determine the amount of money to be withheld from the employee's paycheck each pay period.

6. Dependent-- refers to the person that you claim to support and provide for during the tax year.

7. Tax Year-- the period from January 1 through December 31 of any year.

Federal Withholding Exemption Procedures
(Lecture Notes)

A. General Background

1. Each person's annual income is subject to taxation by the State and Federal Governments.

2. The income tax is a progressive tax; that is, the tax rate increases with the increase in income. Therefore, the more money you make, the more State and Federal Taxes you pay.

3. From each paycheck that you receive, a portion of the total amount has been deducted for State and Federal Taxes.

4. In order to remove the proper amount of tax from each person, the government has designed a tax form called the "Employee's Withholding Exemption Certificate." When filling out these forms, read carefully the instruction on the back to determine who you may legally claim as dependents.

5. If the proper amount of tax is removed from each paycheck, then you should not owe any taxes at the end of the year. If you paid more than your fair share of taxes, you will receive a refund from the appropriate State or Federal Government.

B. Exemptions and Dependents

1. Number of Exemptions.
You may claim all the exemptions and allowances to which you are entitled. However, you may not claim the same exemptions and allowances with more than one employer at the same time. That is, if you are employed by more than one employer, you must allocate the total number of exemptions and allowances to which you are entitled on the separate Forms W-4 filed with each employer.
Similarly, if you and your wife (or husband) are both employed, you and she (or he) must allocate the total number of exemptions and allowances to which you both are entitled.
Non-resident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. Special Withholding Allowance.
Each single person, and each married person whose spouse is not also employed, is entitled to one "special withholding allowance." This allowance may not be claimed by either husband or wife when both are employed or by any employee who has two or more concurrent jobs.

3. Changes in Exemptions or Allowances.

You may file a new W-4 at any time if the number of your exemptions increases.

You must file a new W-4 within 10 days if the number of exemptions you previously claimed decreases. Examples of situations in which the number of your exemptions would decrease are as follows:

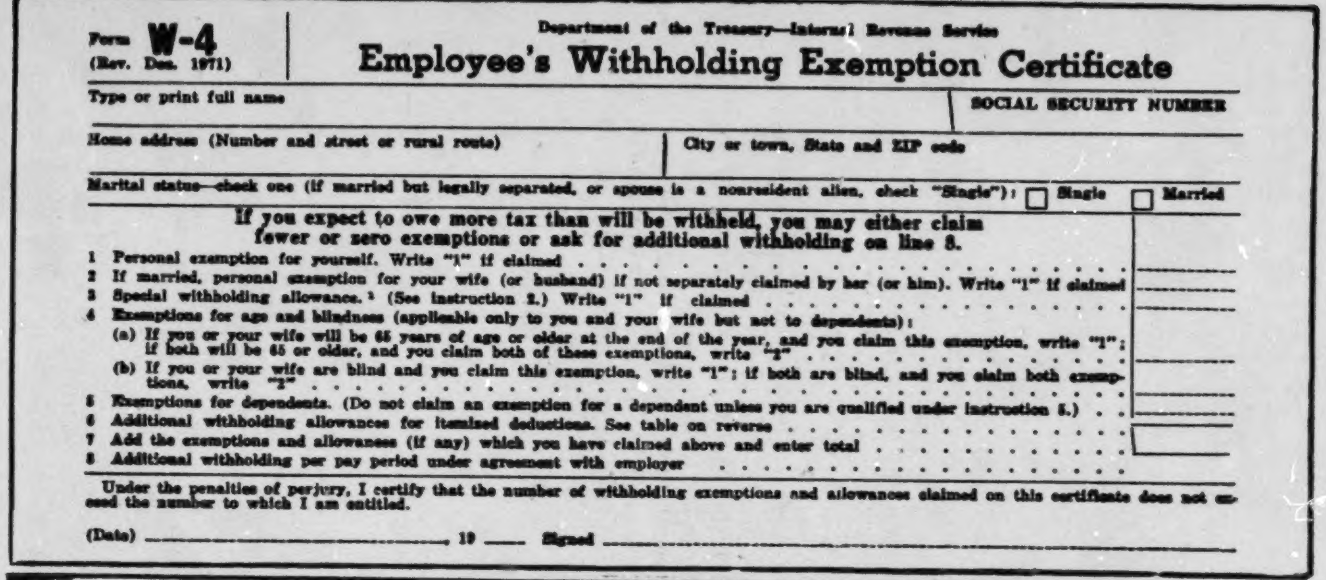
(1) legal separations;
(2) husband or wife claims his (or her) own exemption on a separate cerfiticate;
(3) support for a dependent changes; and
(4) deaths.

4. Dependents.

Each dependent claimed on line 5 must meet all of the following tests:

(a) Income-Will receive less than $750 income. (IF the child will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)
(b) Support-Will receive more than half of his support from you (from husband or wife if a joint return is filed).
(c) Married Dependents-Dependent will not file a joint return with husband or wife.
(d) Nationality-Be either a citizen, or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.
(e) Relationship-Dependent must be related to you or be a member of your household and have your home as his principal residence for the entire taxable year.

Witholding Exemption Certificates



Form **W-4** (Rev. Dec. 1971)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Exemption Certificate

Type or print full name

SOCIAL SECURITY NUMBER

Home address (Number and street or rural route)

City or town, State and ZIP code

Marital status—check one (if married but legally separated, or spouse is a nonresident alien, check "Single"): ☐ Single ☐ Married

If you expect to owe more tax than will be withheld, you may either claim fewer or zero exemptions or ask for additional withholding on line 8.

1 Personal exemption for yourself. Write "1" if claimed . . . . ______

2 If married, personal exemption for your wife (or husband) if not separately claimed by her (or him). Write "1" if claimed ______

3 Special withholding allowance.[1] (See instruction 2.) Write "1" if claimed . . . . ______

4 Exemptions for age and blindness (applicable only to you and your wife but not to dependents):

(a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . . ______

(b) If you or your wife are blind and you claim this exemption, write "1"; if both are blind, and you claim both exemptions, write "2" . . . . ______

5 Exemptions for dependents. (Do not claim an exemption for a dependent unless you are qualified under instruction 5.) . . ______

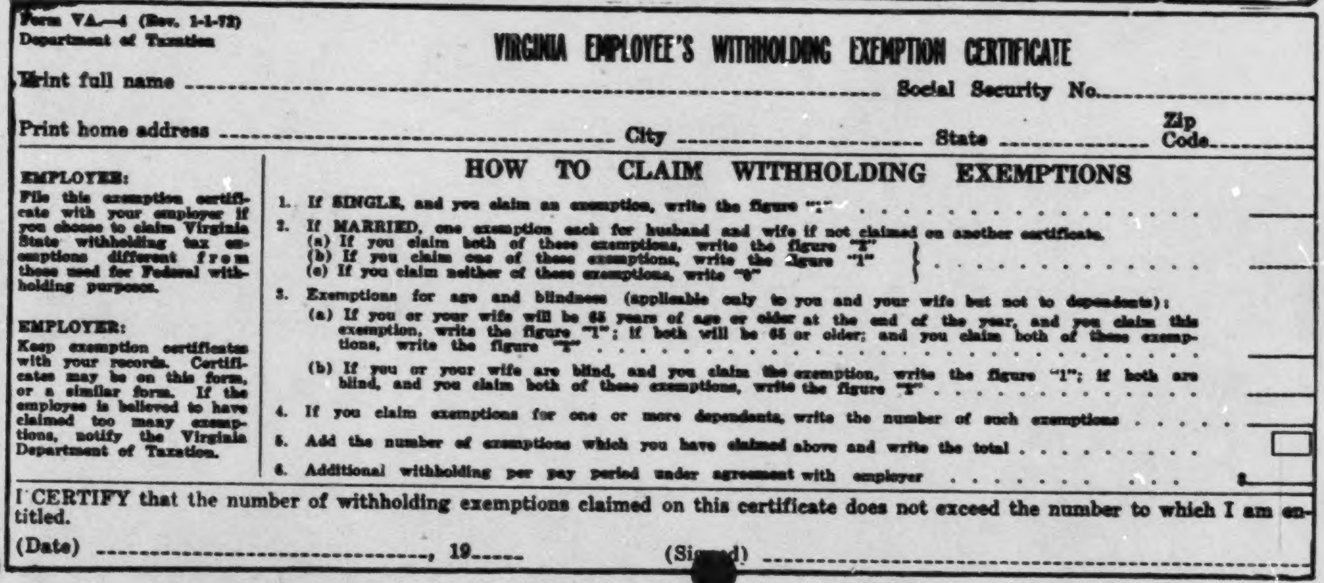
6 Additional withholding allowances for itemized deductions. See table on reverse . . . . ______

7 Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . ______

8 Additional withholding per pay period under agreement with employer . . . . ______

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) ______________________, 19 ____ Signed ______________________________



Form VA—4 (Rev. 1-1-72)
Department of Taxation

VIRGINIA EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Print full name -- Social Security No.----------------

Print home address ------------------------- City ----------------- State ------------ Zip Code.----------

EMPLOYEE:
File this exemption certificate with your employer if you choose to claim Virginia State withholding tax exemptions different from those used for Federal withholding purposes.

EMPLOYER:
Keep exemption certificates with your records. Certificates may be on this form, or a similar form. If the employee is believed to have claimed too many exemptions, notify the Virginia Department of Taxation.

HOW TO CLAIM WITHHOLDING EXEMPTIONS

1. If SINGLE, and you claim an exemption, write the figure "1" . . . . ______
2. If MARRIED, one exemption each for husband and wife if not claimed on another certificate.
   - (a) If you claim both of these exemptions, write the figure "2"
   - (b) If you claim one of these exemptions, write the figure "1"
   - (c) If you claim neither of these exemptions, write "0" } . . . . ______
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   - (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write the figure "1"; if both will be 65 or older; and you claim both of these exemptions, write the figure "2" . . . . ______
   - (b) If you or your wife are blind, and you claim the exemption, write the figure "1"; if both are blind, and you claim both of these exemptions, write the figure "2" . . . . ______
4. If you claim exemptions for one or more dependents, write the number of such exemptions . . . . . ______
5. Add the number of exemptions which you have claimed above and write the total . . . . ☐
6. Additional withholding per pay period under agreement with employer . . . . $______

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) ------------------------------, 19----- (Si[illegible]d) ------------------------------------

Employee Situations

Situation #1:

Name: James Wilson Bailey
Social Security Number: 180-74-0796
Home address: F 1093, Johnson Street Apartments
Miles, Virginia 23114
Employment position: Plumber
Expected salary: $19,000.00
Marital status: Single
Age: 25
Eyesight: Normal
Dependents: None
Additional withholdings: None
Date: Today's date

Situation #2:

Name: Mary Smith Hawkins
Social Security Number: 274-91-8756
Home address: P.O. Box 17
Blacksburg, Virginia 24060
Employment position: High School art teacher
Expected salary: $10,200.00
Marital status: Married
Age: 51
Eyesight: Normal (Her husband is blind and works in the home.)
Dependents: one boy (age 17), one girl (age 12) (The 17-year-old boy earns $2150.00 per year with his cooperative work experience job at the local florist shop.)
Additional withholdings: None
Date: Today's date

Situation #3:

Name: Joyce Ann Ritchie
Social Security Number: 210-19-7940
Home address: Apartment E, Windover Hills Apartments, Ascot Drive
Middletown, Virginia 22645
Employment position: Hair stylist (works part-time as a cosmetology teacher's aide)
Expected salary: $12,000.00
Marital status: Single
Age: 26
Eyesight: Normal
Dependents: None
Additional withholdings: None
Date: Today's date

UNIT TITLE: Managing Money

LESSON TITLE: Understanding Standard Deductions

STUDENT OBJECTIVE:

Given a Learning Activity Package on "Understanding Standard Deductions" in a classroom situation, the student will complete each activity in the package and will score 100% on the post-test.

MOTIVATION TECHNIQUE:

Provide each student a copy of "Would You Have Understood?" (SM #1). Allow the students enough time to read this handout, then discuss the situation as a group.

LEARNING ACTIVITIES:

Have each student complete a Learning Activity Package entitled "Understanding Standard Deductions" (SM #2).

TEACHING AIDS AND REFERENCES:

I. Aids

   A. Student Material (SM) #1 - "Would You Have Understood?"

   B. SM #2 - "Understanding Standard Deductions"

II. References

   A. Grimes, L.A. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

   B. Kimbrell, Grady, and Ben S. Vineyard, Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 290-337.

CONTENT SUMMARY:

Refer to the "Learning Activities" section of this learning package (SM #2).

EVALUATION TECHNIQUE:

Use the post-test in the learning activity package to evaluate the students upon completion of this lesson.

Would You Have Understood?

Paul Jackson just received his first paycheck and was disappointed when the payment was less than he had expected. Paul knew he had worked 40 hours at an hourly wage of $4.00 so he figured he should get $160.00. However, this check was only for $109.00. What had happened to the rest of Paul's paycheck?

As Paul looked more closely at his paycheck, he discovered an attached card entitled "Statement of Earnings and Deductions." On this card were a bunch of letters, such as "F.I.C.A.", "F.I.T.", "S.I.T.", and "Ret." Paul did not know what these letters meant but he realized that each one had gotten part of his money!

Could you help Paul by explaining the meaning of these letters? Could you explain why standard deductions are necessary?

The Learning Activity Package in this unit will help you to better understand the system of standard deductions. You will learn the meanings of abbreviations used on "Statements of Earnings and Deductions" so you can determine where your hard-earned money goes without your seeing it.

UNDERSTANDING STANDARD DEDUCTIONS

LEARNING ACTIVITY PACKAGE

COURSE TITLE: Work Ethics For Today's Youth

UNIT TITLE: Managing Money

NOTE TO STUDENTS:

After your teacher gives you this Learning Activity Package, you should be able to work through it without assistance. BE SURE TO FOLLOW DIRECTIONS CAREFULLY and complete the activities in the order that they are presented.

TABLE OF CONTENTS

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I. General Instructions

The Steps to follow in completing this unit are:

A. Take the Pre-Test.

B. Evaluate your performance on the Pre-Test.

C. Read the Purpose and Objective.

D. Study and complete the Learning Activities Section.

E. Take the Post-Test.

F. Evaluate your performance on the Post-Test.

II. Pre-Test--"Understanding Standard Deductions"

A. Directions

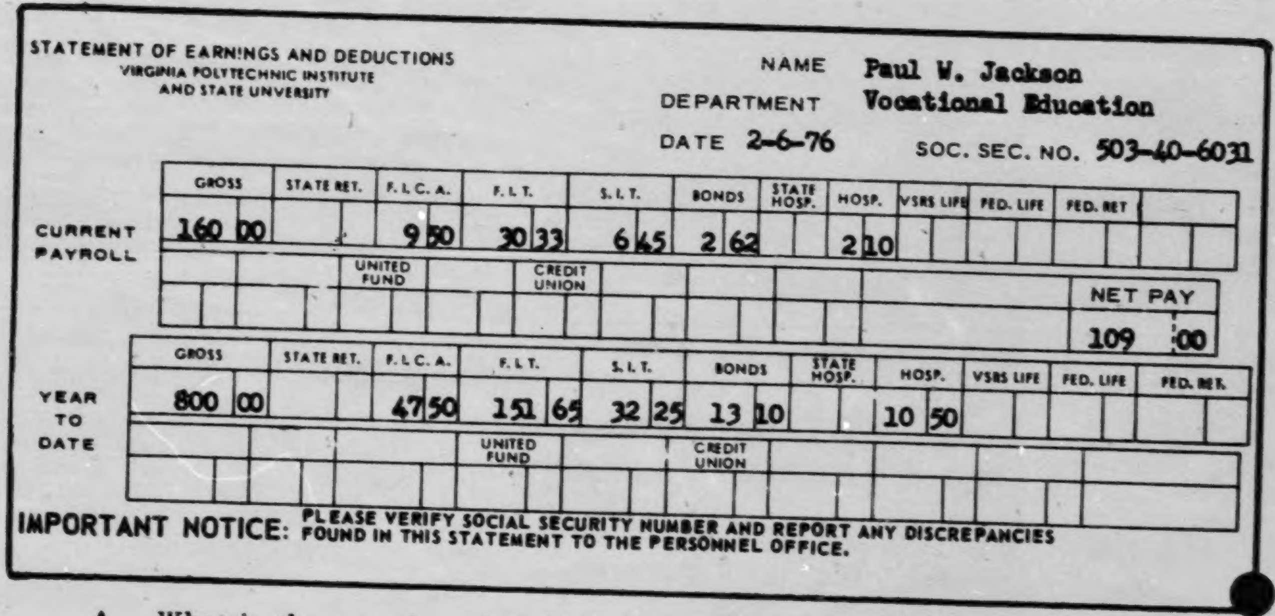
1. Take the Pre-Test.
2. Evaluate your performance.

B. Purpose of the Pre-Test.

To determine whether you understand the standard deductions which are commonly taken from an employee's paycheck.

PRE-TEST--UNDERSTANDING STANDARD DEDUCTIONS

Directions: Please read each question carefully and follow all instructions.



STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME Paul W. Jackson
DEPARTMENT Vocational Education
DATE 2-6-76
SOC. SEC. NO. 503-40-6031

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
CURRENT PAYROLL	160 00		9 50	30 33	6 45	2 62		2 10				
			UNITED FUND		CREDIT UNION					NET PAY		
										109 00		

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
YEAR TO DATE	800 00		47 50	151 65	32 25	13 10		10 50			
				UNITED FUND		CREDIT UNION					

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

A. What is the meaning of each of the words or abbreviations shown on the above "Statement of Earnings and Deductions?"

1. GROSS -

2. RET. -

3. F.I.C.A. -

4. F.I.T. -

5. S.I.T. -

6. BONDS -

7. HOSP. -

8. LIFE -

9. NET PAY -

STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME **Paul W. Jackson**
DEPARTMENT **Vocational Education**
DATE **2-6-76** SOC. SEC. NO. **503-40-6031**

CURRENT PAYROLL

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
160 00		9 50	30 33	6 45	2 62		2 10				

		UNITED FUND		CREDIT UNION					NET PAY
									109 00

YEAR TO DATE

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
800 00		47 50	151 65	32 25	13 10		10 50			

			UNITED FUND		CREDIT UNION				

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

B. Answer the following questions pertaining to the above "Statement of Earnings and Deductions."

1. To whose paycheck was this statement attached?

2. On what date was this statement issued?

3. What was the gross pay for this current payroll period?

4. How much money was deducted from the current payroll for state income taxes?

5. How much money was deducted from the current paycheck for Social Security payment?

6. What is the amount of current net pay?

7. How much federal income tax has this person already paid this year?

8. Assuming that the above statement is for a one-week period, how much does this individual pay for hospital insurance per week?

PRE-TEST KEY--UNDERSTANDING STANDARD DEDUCTIONS

STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME **Paul W. Jackson**
DEPARTMENT **Vocational Education**
DATE 2-6-76
SOC. SEC. NO. 503-40-6031

CURRENT PAYROLL

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
160 00		9 50	30 33	6 45	2 62		2 10				

		UNITED FUND		CREDIT UNION					NET PAY
									109 00

YEAR TO DATE

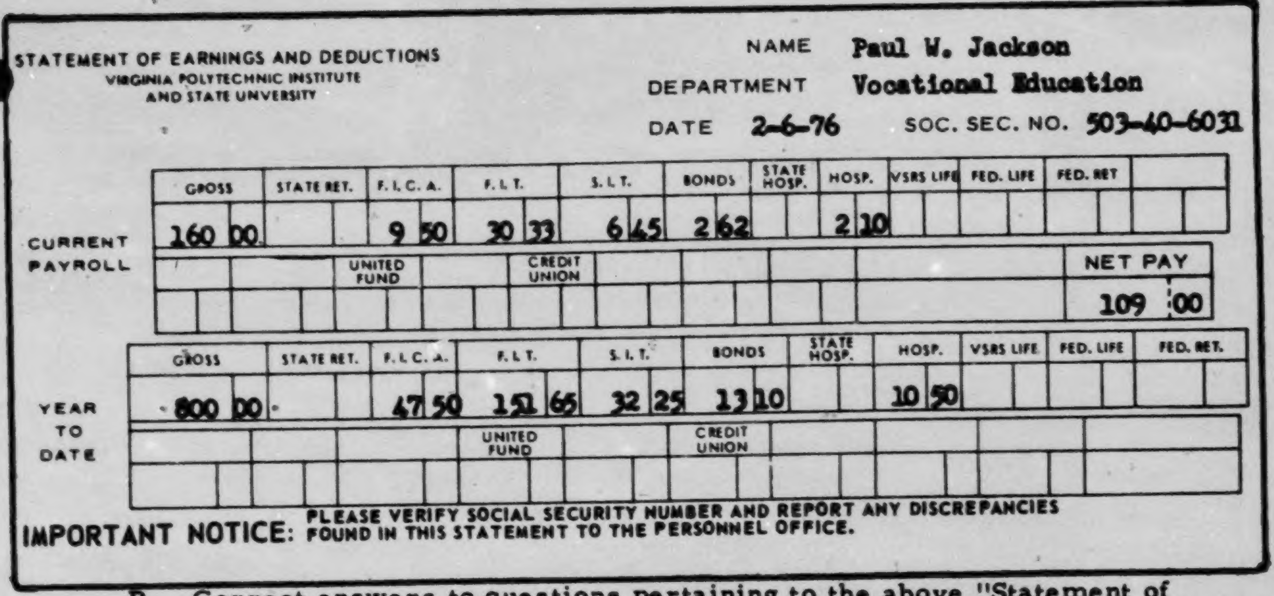
GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
800 00		47 50	151 65	32 25	13 10		10 50			

			UNITED FUND		CREDIT UNION				

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

A. The words and abbreviations on the above "Statement of Earnings and Deductions" should have been defined as follows:

1.	GROSS --	the total amount of earnings before any deductions have been made.
2.	RET. --	RETIREMENT. This represents a deduction that removes a portion of your earnings and places the money in a retirement fund.
3.	F.I.C.A. --	FEDERAL INCOME CONTRIBUTION ACT. This is commonly refered to as Social Security. A small portion of your pay is deducted each pay period and is saved by the government until you retire or become disabled.
4.	F.I.T. --	FEDERAL INCOME TAX. The amount of money which the federal government claims for taxes.
5.	S.I.T. --	STATE INCOME TAX. The amount of money which the state government claims for taxes.
6.	BONDS--	may be U.S. Savings Bonds or other certificates in which you choose to invest a portion of your regular paycheck.
7.	HOSP. --	HOSPITALIZATION. A deduction for various hospital plans that provide benefits for you and/or your family in times of illness or injury.
8.	LIFE--	LIFE INSURANCE. A deduction for insurance that will take care of your family after your death.
9.	NET PAY-	the "take-home" pay or money that is left after all deductions.



STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME Paul W. Jackson
DEPARTMENT Vocational Education
DATE 2-6-76 SOC. SEC. NO. 503-40-6031

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
CURRENT PAYROLL	160 00		9 50	30 33	6 45	2 62		2 10				
			UNITED FUND		CREDIT UNION					NET PAY		
										109 00		

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
YEAR TO DATE	800 00		47 50	151 65	32 25	13 10		10 50			
				UNITED FUND		CREDIT UNION					

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

B. Correct answers to questions pertaining to the above "Statement of Earnings and Deductions:"

1. To whose paycheck was this statement attached?
   Ans. Paul W. Jackson

2. On what date was this statement issued?
   Ans. February 6, 1976

3. What was the gross pay for this current payroll period?
   Ans. $160.00

4. How much money was deducted from the current payroll for state income taxes?
   Ans. $6.45

5. How much money was deducted from the current paycheck for Social Security payment?
   Ans. $9.50

6. What is the amount of current net pay?
   Ans. $109.00

7. How much federal income tax has this person already paid this year?
   Ans. $151.65

8. Assuming that the above statement is for a one-week period, how much does this individual pay for hospital insurance per week?
   Ans. $2.10

III. Purpose and Objective

A. Purpose

The purpose of this learning activity is to provide each student an opportunity to identify and understand the standard deductions which are normally taken from an employee's paycheck.

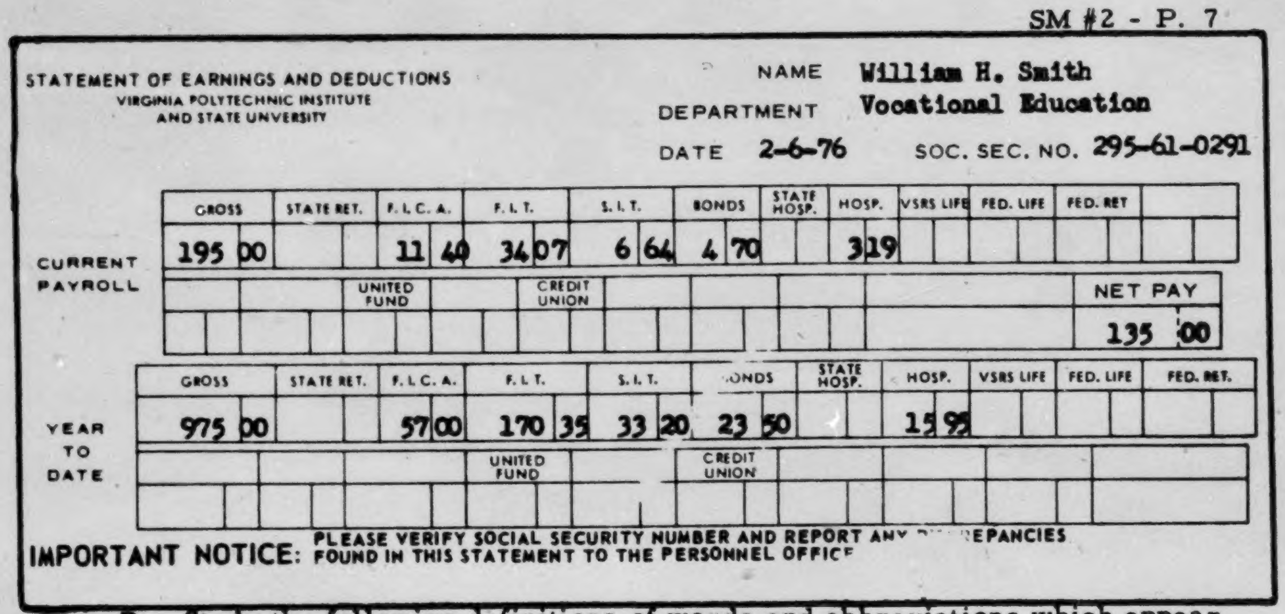
B. Objective

Upon completion of this learning activity, you will be able to read and understand the markings on a "Statement of Earnings and Deductions."

IV. Learning Activities

A. Read the following explanation of standard deductions.

1. Each time an employee gets paid, he will receive a "Statement of Earnings and Deductions." This statement accounts for all money that has been deducted from the employee's gross earnings.
2. Certain deductions are mandatory, such as Social Security (F.I.C.A.), federal income tax (F.I.T.), and state income tax (S.I.T.).
3. Other deductions can be made from an employee's paycheck upon his request. Such items include money for bonds, donations, Christmas Club accounts, and insurance premiums.
4. Each "Statement of Earnings and Deductions" also provides a current summary of earnings and deductions for the year since January 1st.



STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME William H. Smith
DEPARTMENT Vocational Education
DATE 2-6-76 SOC. SEC. NO. 295-61-0291

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
CURRENT PAYROLL	195 00		11 40	34 07	6 64	4 70		3 19				

			UNITED FUND		CREDIT UNION				NET PAY
CURRENT PAYROLL									135 00

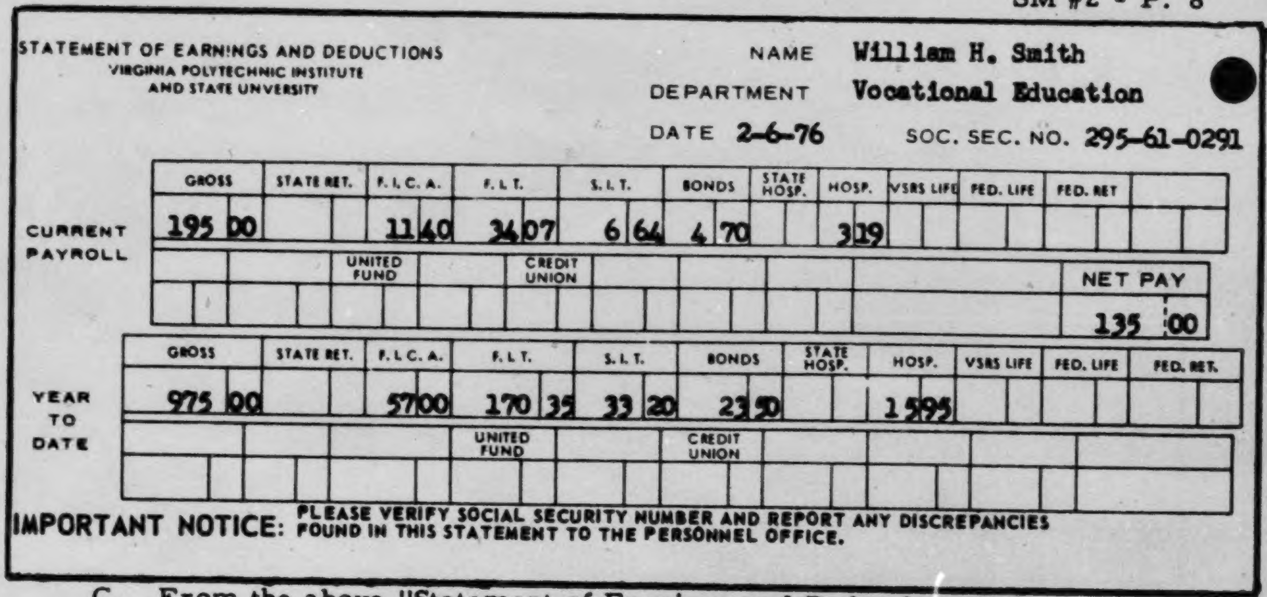
	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
YEAR TO DATE	975 00		57 00	170 35	33 20	23 50		15 95			

				UNITED FUND		CREDIT UNION				
YEAR TO DATE										

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE

B. Study the following definitions of words and abbreviations which appear on the above "Statement of Earnings and Deductions."

1.	GROSS --	the total amount of earnings before any deductions have been made.
2.	RET. --	RETIREMENT. This represents a deduction that removes a portion of your earnings and places the money in a retirement fund.
3.	F.I.C.A. --	FEDERAL INCOME CONTRIBUTION ACT. This is commonly referred to as Social Security. A small portion of your pay is deducted each pay period and is saved by the government until you retire or become disabled.
4.	F.I.T. --	FEDERAL INCOME TAX. The amount of money which the federal government claims for taxes.
5.	S.I.T. --	STATE INCOME TAX. The amount of money which the state government claims for taxes.
6.	BONDS --	may be U.S. Savings Bonds or other certificates in which you choose to invest a portion of your regular paycheck.
7.	HOSP. --	HOSPITALIZATION. A deduction for various hospital plans that provide benefits for you and/or your family in times of illness or injury.
8.	LIFE--	LIFE INSURANCE. A deduction for insurance that will take care of your family after your death.
9.	NET PAY --	the "take-home" pay or money that is left after all deductions.



STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME William H. Smith
DEPARTMENT Vocational Education
DATE 2-6-76 SOC. SEC. NO. 295-61-0291

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
CURRENT PAYROLL	195 00		11 40	34 07	6 64	4 70		3 19				

		UNITED FUND	CREDIT UNION				NET PAY
							135 00

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
YEAR TO DATE	975 00		57 00	170 35	33 20	23 50		15 95			

			UNITED FUND		CREDIT UNION				

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

C. From the above "Statement of Earnings and Deductions," the following information can be determined:

1. This statement was attached to a paycheck received by William H. Smith on February 6, 1976.

2. Mr. Smith's Social Security Number is 295-61-0291.

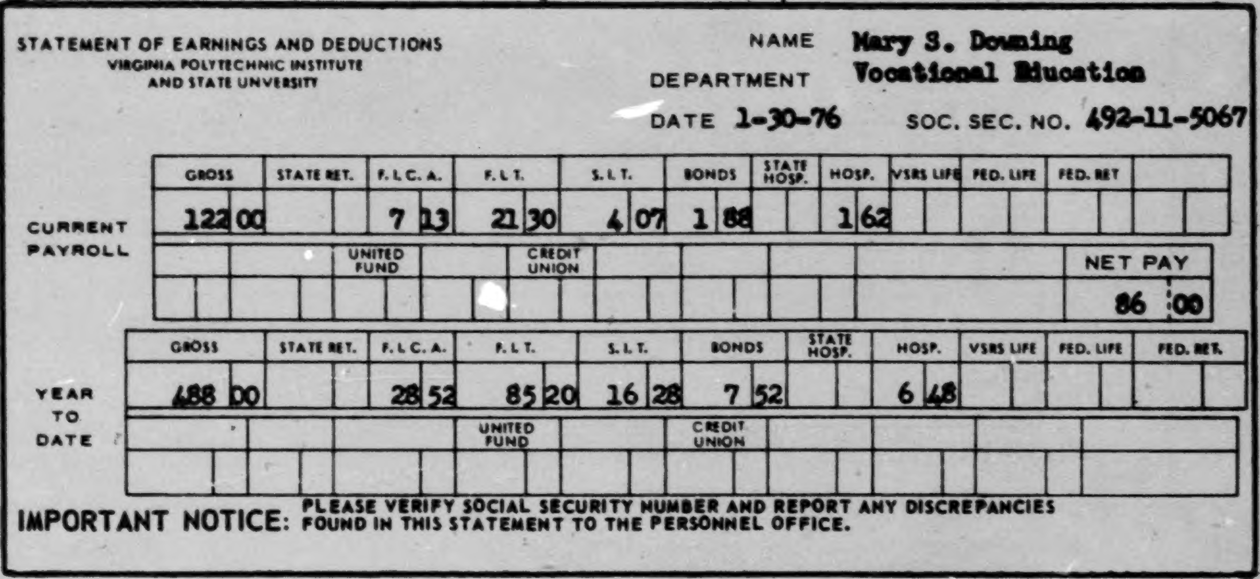
3. During this current pay period, Mr. Smith's gross earnings were $195.00. Deductions totalled $60.00 so he received a net pay of $135.00.

4. Comparing the Current Pay Period with the Year-To-Date:

	Current	Year-To-Date
Gross Earnings	$195.00	$975.00
Social Security (F.I.C.A.)	11.40	57.00
Federal Income Tax (F.I.T.)	34.07	170.35
State Income Tax (S.I.T.)	6.64	33.20
Bonds (U.S. Savings or Other)	4.70	23.50
Hospital Insurance	3.19	15.95
Net Pay	135.00	675.00

POST-TEST--UNDERSTANDING STANDARD DEDUCTIONS

Directions: Please read each question carefully and follow all instructions.



STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME **Mary S. Downing**
DEPARTMENT **Vocational Education**
DATE **1-30-76**
SOC. SEC. NO. **492-11-5067**

	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
CURRENT PAYROLL	122 00		7 13	21 30	4 07	1 88		1 62				

			UNITED FUND		CREDIT UNION					NET PAY
CURRENT PAYROLL										86 00

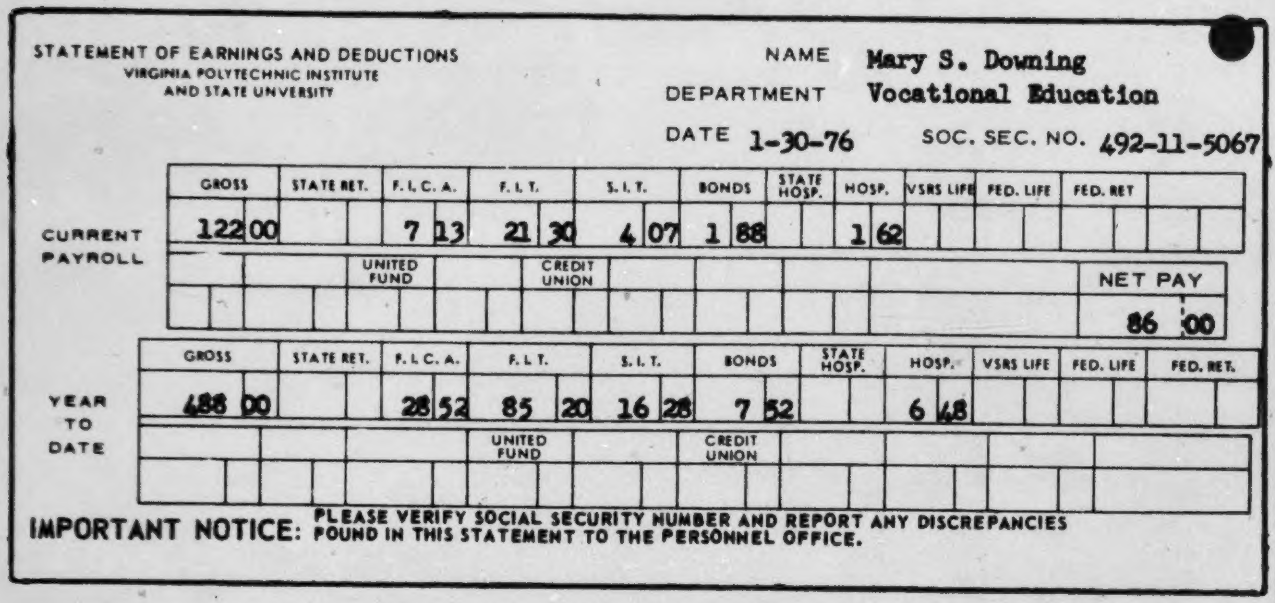
	GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
YEAR TO DATE	488 00		28 52	85 20	16 28	7 52		6 48			

				UNITED FUND		CREDIT UNION				
YEAR TO DATE										

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

A. What is the meaning of each of the words or abbreviations shown on the above "Statement of Earnings and Deductions?"

1. GROSS-
2. RET. -
3. F.I.C.A. -
4. F.I.T. -
5. S.I.T. -
6. BONDS-
7. HOSP. -
8. LIFE-
9. NET PAY-



STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME Mary S. Downing
DEPARTMENT Vocational Education
DATE 1-30-76
SOC. SEC. NO. 492-11-5067

CURRENT PAYROLL

GROSS	STATE RET.	F. I. C. A.	F. I. T.	S. I. T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
122 00		7 13	21 30	4 07	1 88		1 62				

		UNITED FUND		CREDIT UNION					NET PAY
									86 00

YEAR TO DATE

GROSS	STATE RET.	F. I. C. A.	F. I. T.	S. I. T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
488 00		28 52	85 20	16 28	7 52		6 48			

			UNITED FUND		CREDIT UNION				

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

B. Answer the following questions pertaining to the above "Statement of Earnings and Deductions."

1. To whose paycheck was this statement attached?

2. On what date was this statement issued?

3. What was the gross pay for this current payroll period?

4. How much money was deducted from the current payroll for state income taxes?

5. How much money was deducted from the current paycheck for Social Security payment?

6. What is the amount of current net pay?

7. How much federal income tax has this person already paid this year?

8. Assuming that the above statement is for a one-week period, how much does this individual pay for hospital insurance per week?

POST-TEST KEY--UNDERSTANDING STANDARD DEDUCTIONS

STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME **Mary S. Downing**
DEPARTMENT **Vocational Education**
DATE **1-30-76** SOC. SEC. NO. **492-11-5067**

CURRENT PAYROLL

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
122 00		7 13	21 30	4 07	1 88		1 62				

		UNITED FUND		CREDIT UNION					NET PAY
									86 00

YEAR TO DATE

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
488 00		28 52	85 20	16 28	7 52		6 48			

			UNITED FUND		CREDIT UNION				

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

A. The words and abbreviations on the above "Statement of Earnings and Deductions" should have been defined as follows:

1.	GROSS --	the total amount of earnings before any deductions have been made.
2.	RET. --	RETIREMENT. This represents a deduction that removes a portion of your earnings and places the money in a retirement fund.
3.	F.I.C.A. --	FEDERAL INCOME CONTRIBUTION ACT. This is commonly referred to as Social Security. A small portion of your pay is deducted each pay period and is saved by the government until you retire or become disabled.
4.	F.I.T. --	FEDERAL INCOME TAX. The amount of money which the federal government claims for taxes.
5.	S.I.T. --	STATE INCOME TAX. The amount of money which the state government claims for taxes.
6.	BONDS --	may be U.S. Savings Bonds or other certificates in which you choose to invest a portion of your regular paycheck.
7.	HOSP. --	HOSPITALIZATION. A deduction for various hospital plans that provide benefits for you and/or your family in times of illness or injury.
8.	LIFE --	LIFE INSURANCE. A deduction for insurance that will take care of your family after your death.
9.	NET PAY --	the "take-home" pay or money that is left after all deductions.

STATEMENT OF EARNINGS AND DEDUCTIONS
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

NAME Mary S. Downing
DEPARTMENT Vocational Education
DATE 1-30-76
SOC. SEC. NO. 492-11-5067

CURRENT PAYROLL

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	
122 00		7 13	21 30	4 07	1 88		1 62				

		UNITED FUND		CREDIT UNION					NET PAY
									86 00

YEAR TO DATE

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET.
488 00		28 52	85 20	.16 28	7 52		6 48			

			UNITED FUND		CREDIT UNION				

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

B. Correct answers to questions pertaining to the above "Statement of Earnings and Deductions:"

1. To whose paycheck was this statement attached?
   Ans. Mary S. Downing

2. On what date was this statement issued?
   Ans. January 30, 1976

3. What was the gross pay for this current payroll period?
   Ans. $122.00

4. How much money was deducted from the current payroll for state income taxes?
   Ans. $4.07

5. How much money was deducted from the current paycheck for Social Security payment?
   Ans. $7.13

6. What is the amount of current net pay?
   Ans. $86.00

7. How much federal income tax has this person already paid this year?
   Ans. $85.20

8. Assuming that the above statement is for a one-week period, how much does this individual pay for hospital insurance per week?
   Ans. $1.62

UNIT TITLE: Managing Money

LESSON TITLE: Maintaining a Checking Account

STUDENT OBJECTIVE:

Given a Learning Activity Package on "Maintaining a Checking Account" in a classroom situation, the student will complete each activity in the package and will score 100% on the post-test.

MOTIVATION TECHNIQUE:

Provide each student a copy of "Poor Sam" (SM #1). Allow the students enough time to read this handout, then discuss the situation as a group. Ask a local bank representative to visit your class and discuss the common services offered by banks and other financial institutions.

LEARNING ACTIVITIES:

Give each student a copy of "Bank Services: How To Use Them" (SM #2). Discuss this handout with the class and answer any questions related to establishing and maintaining a checking account. Then ask each student to complete a Learning Activity Package entitled "Maintaining a Checking Account" (SM #3).

TEACHING AIDS AND REFERENCES:

I. Aids

   A. Student Material (SM) #1 - "Poor Sam"

   B. SM #2 - "Bank Services: How to Use Them"

   C. SM #3 - "Maintaining a Checking Account"

II. References

   A. Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

   B. Kimbrell, Grady, and Ben S. Vineyard, Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 244-264.

CONTENT SUMMARY:

Refer to the "Learning Activities" section of this learning package (SM #3).

EVALUATION TECHNIQUE:

Use the post-test in the learning activity package to evaluate the students upon completion of this lesson.

Poor Sam

Sam Johnson started working part-time after school at a local gasoline station. At the end of the first week, Sam received a check for $50.00. Sam cashed the check and carried the money in his wallet. He thought it was "big" to have a wallet full of money. Week after week this continued until Sam had accumulated over $250.00. Sam was rich!

Sam rode his bicycle home from work one day. As soon as he stepped into the house, he realized his wallet was missing. Sam quickly turned and retraced his path, but he could not find his wallet anywhere. He had lost both his wallet and all of his money. Now Sam was poor!

Is it wise to carry a lot of cash in your wallet? How could Sam's situation have been prevented? Do you know how to establish and use a checking account at a bank?

The Learning Activity Package in this unit will provide practice in maintaining a checking account. You will learn to properly write checks and to balance your checkbook after each check.

*BANK SERVICES: How to Use Them

Your Checking Account

Opening a Checking Account

If you wish to open a checking account, go to a bank and ask for the person in charge of new accounts. He will want to know your name, address, telephone number, and occupation. He will ask you to sign a signature card which will be used in verifying payments. The amount of your deposit will be entered on a deposit slip or pass book. You will receive your check book at this time.

Father and son, husband and wife, or mother and daughter may open a joint account. In this case, both sign the signature card and both may deposit or write checks on the account. Joint accounts may be set up with rights of survivorship. What this means is that if one of the individuals dies, funds in the account will go to the survivor.

If a joint account is used, both individuals must be careful to check their deposits and withdrawals with each other.

Writing Checks

1. Write checks as legibly as possible. Use pen and ink. Do not write a check with a pencil. The amount can be changed too easily.
2. Fill out the stub first. When you get a new book of checks, enter the numbers on each stub and check. You are apt to forget if you do this as you write each check. Numbering will help you quickly determine which checks have been cashed when the bank statement comes at the end of the month, and will make it easier to check your record.
3. Date each check. This should be the date the check is written.
4. Write large, prominent figures close to the dollar sign, and close together to prevent insertion of other figures.
5. Write out the amount in the body of the check starting at the extreme left. Be sure the written amount is the same as the figures. If they differ, the written amount determines the value of the check.
6. All unused spaces or parts of the check relating to money should be filled in with wavy lines in order to prevent the addition of words or figures.
7. Sign the check the same way you signed when you opened the account.
8. To write a check for less than a dollar, write "no dollars" and state the cents as a fractional part of a dollar (43/100).

9. Write checks to individuals or firms, not cash.

10. Never sign a blank check. Such checks may be lost. The finder could fill in any amount, for which the signer of the check would be liable.

11. In the lower left hand corner of a check write a statement showing the purpose of the check. This can be a valid receipt for the payment of debts.

12. If a check is lost, notify the bank at once. Usually the bank wants a signed stop-payment slip describing the check before stopping payment. If you telephone the information, confirm it at once with a letter.

One other protective measure in handling a check: cash or deposit it immediately after receiving it. Why? The writer of a check might change his mind and stop payment. He could die, in which case the check would be no good. Some banks will not cash a check which is several months old without fresh instructions.

Endorsing Checks

A check to be cashed or deposited must be endorsed by the person to whom it is payable. To endorse a check correctly, turn it over, write your name near the top, on the end farthest from the signature on the face of the check. Endorse the check exactly as the check is made out. If this differs from your name as it is carried on your account, endorse again exactly as your name appears on the account. For example, the check may be written to "Louis Jones," and your name is spelled "Lewis Jones." Endorse first, "Louis Jones," and write below your correct name as it appears on your account. Wait until you are ready to cash a check before you endorse it. Should you endorse a check at home, and lose it on the way to the bank, the finder may get the money instead of you.

A check to be deposited by mail should be endorsed with the restricted endorsement: "Pay to the order of X Bank for Deposit Only" or "For Deposit Only." Should you have both a checking and a savings account in the same bank, designate in which you wish the money to be placed, sign your name underneath. It cannot be cashed by anyone and you are protected if the check is lost or stolen.

Monthly Statement

Examine your bank statement each month. See that your records agree with the bank's report. To do this, arrange cancelled checks in numerical order. Find the stub for each cancelled check. Draw a diagonal line across the stub and lay the check which it represents face down. If your records are wrong, find the error and correct the last balance on hand shown on your stub record. Deduct from your check book balance any service charges made by the bank. This way your stub records are corrected and brought up to date. Small errors that are ignored add up to a considerable sum in a few months.

*Taken from Extension Publication MHM:8, Reprint November 1972. Virginia Polytechnic Institute and State University, Blacksburg, Virginia

MAINTAINING A CHECKING ACCOUNT

LEARNING ACTIVITY PACKAGE

COURSE TITLE: Work Ethics For Today's Youth

UNIT TITLE: Managing Money

NOTE TO STUDENTS:

After your teacher gives you this Learning Activity Package, you should be able to work through it without assistance. BE SURE TO FOLLOW DIRECTIONS CAREFULLY and complete the activities in the order that they are presented.

TABLE OF CONTENTS

I. General Instructions 1

II. Pre-Test 1

III. Purpose and Objective 6

IV. Learning Activities 6

V. Post-Test 10

I. General Instructions

The steps to follow in completing this unit are:

A. Take the Pre-Test.

B. Evaluate your performance on the Pre-Test.

C. Read the Purpose and Objective.

D. Study and complete the Learning Activities Section.

E. Take the Post-Test.

F. Evaluate your performance on the Post-Test.

II. Pre-Test--"Maintaining a Checking Account"

A. Directions

1. Take the Pre-Test.
2. Evaluate your performance.

B. Purpose of the Pre-Test.

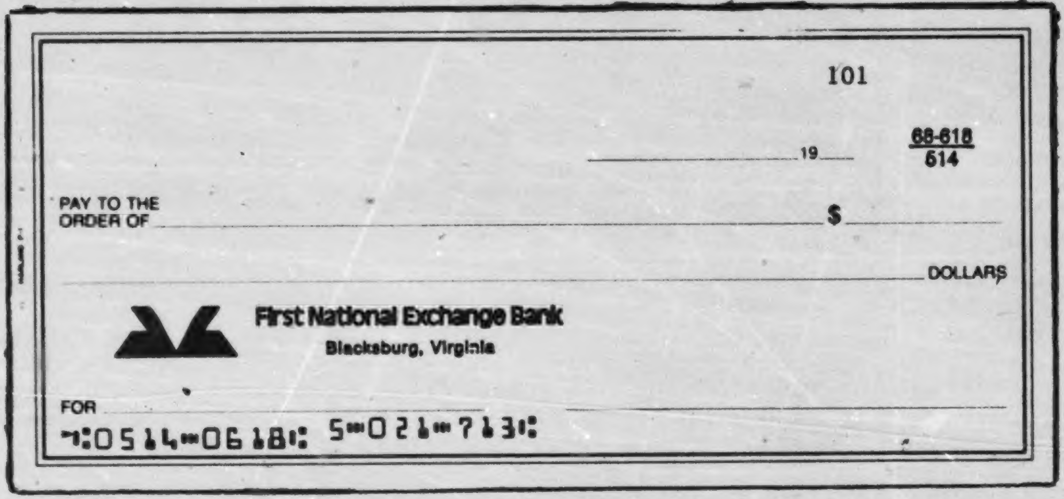
To determine whether you know how to properly maintain a checking account.

PRE-TEST--MAINTAINING A CHECKING ACCOUNT

Directions: Please read each question carefully and follow all instructions.

A. Fill out the following checks according to the information given.

1. Make the check payable to Mack Tires in the amount of $129.36 for a new set of tires. Use January 6 as the date of the check and sign your own name.



101

______________ 19___ 68-618/514

PAY TO THE ORDER OF ______________________________ $ __________

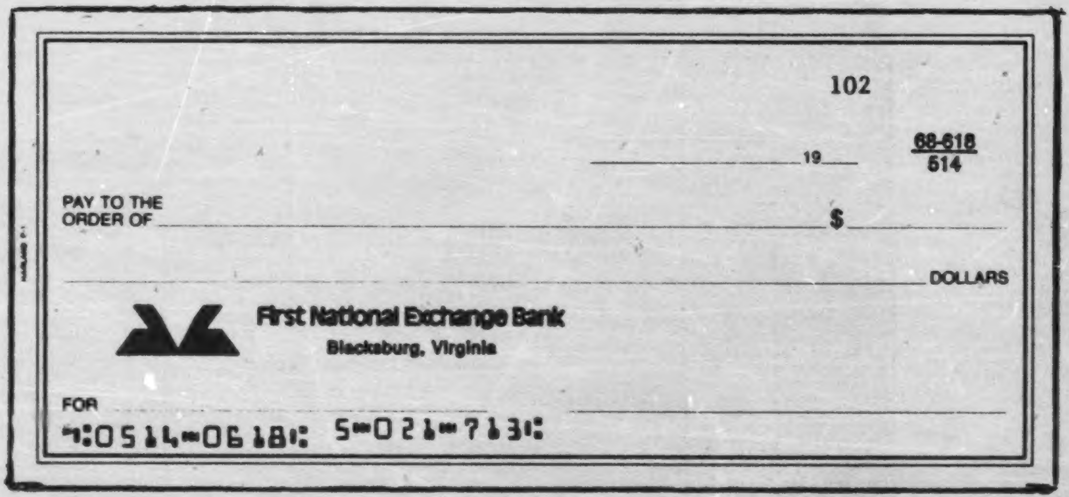
____ DOLLARS

First National Exchange Bank
Blacksburg, Virginia

FOR ______________________ ______________________

⑆0514⑈0618⑆ 5⑈021⑈713⑆

2. Make the second check payable to Auto Parts Company in the amount of $41.59 for a new car battery. Use January 23 as the date of the check and sign your own name.



102

______________ 19___ 68-618/514

PAY TO THE ORDER OF ______________________________ $ __________

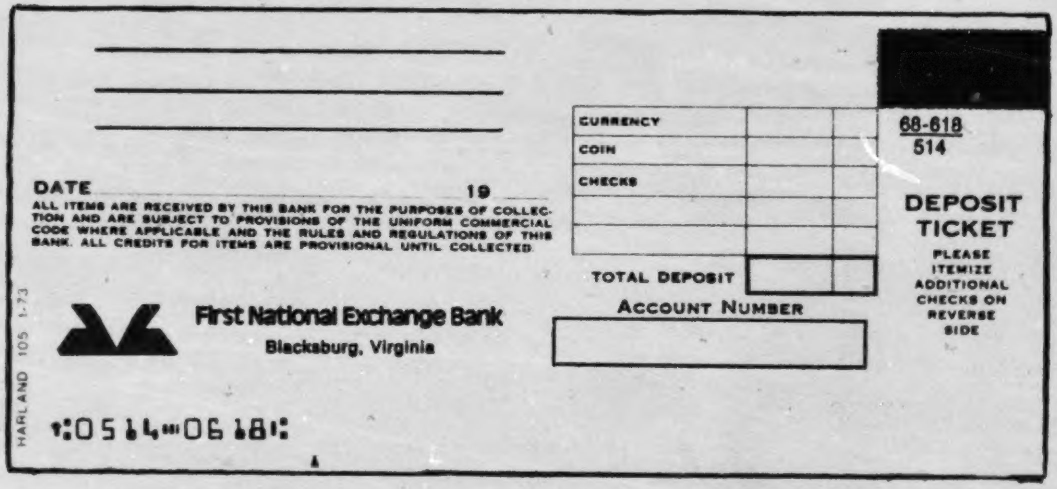
____ DOLLARS

First National Exchange Bank
Blacksburg, Virginia

FOR ______________________ ______________________

⑆0514⑈0618⑆ 5⑈021⑈713⑆

B. Fill out this deposit slip using your own name and address. Assume that your account number is 5-021-713 and that you are depositing $50.00 in cash (currency) and a check worth $147.48. Use January 30 as the date of your deposit.



DATE ______________________ 19 ____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CURRENCY		
COIN		
CHECKS		
TOTAL DEPOSIT		

ACCOUNT NUMBER

68-618
514

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

First National Exchange Bank
Blacksburg, Virginia

HARLAND 105 1-73

⑆0514⑈0618⑆

C. Complete the following page from a check transaction register by recording the two checks (Section A) and the deposit (Section B). Assume that your beginning balance was $250.00.

NOTE: Most banks collect a service charge of $0.10 per check whenever your balance drops below $100.00. You should deduct the appropriate service charge from your check register balance each time you receive a bank statement (usually at the end of each month). For this example, assume that you received a bank statement on February 2 and the amount of service charge was $0.10.

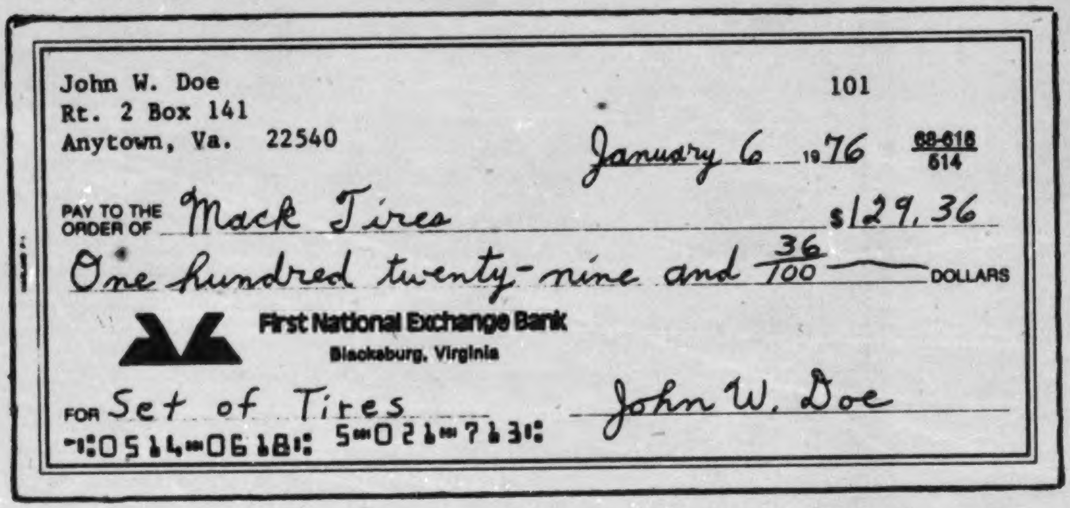
BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE	CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT	✓	AMOUNT OF CHECK	BALANCE

PRE-TEST KEY--MAINTAINING A CHECKING ACCOUNT

A. The checks should be filled out properly as shown below.

1. Make the check payable to Mack Tires in the amount of $129.36 for a new set of tires. Use January 6 as the date of the check and sign your own name.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

101

January 6 19 76

68-618
614

PAY TO THE ORDER OF Mack Tires $129.36

One hundred twenty-nine and 36/100 DOLLARS

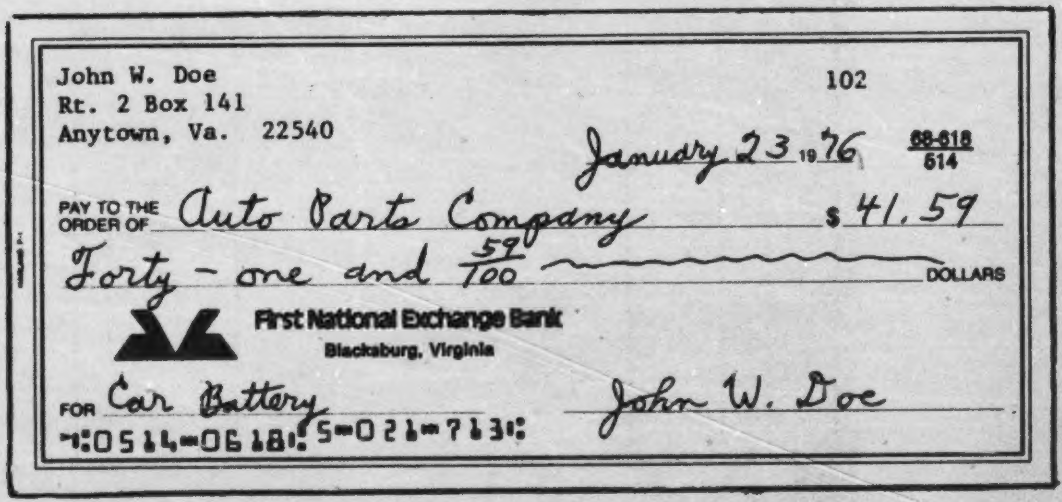
First National Exchange Bank
Blacksburg, Virginia

FOR Set of Tires

John W. Doe

⑆0514⑈0618⑆ 5⑈021⑈713⑆

2. Make the second check payable to Auto Parts Company in the amount of $41.59 for a new car battery. Use January 23 as the date of the check and sign your own name.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

102

January 23 19 76

68-618
614

PAY TO THE ORDER OF Auto Parts Company $41.59

Forty-one and 59/100 DOLLARS

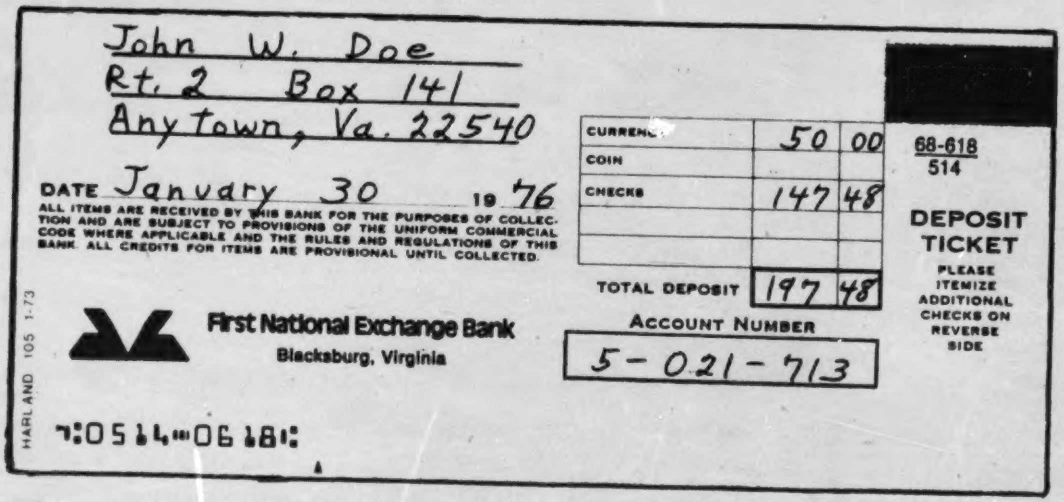
First National Exchange Bank
Blacksburg, Virginia

FOR Car Battery

John W. Doe

⑆0514⑈0618⑆ 5⑈021⑈713⑆

B. The deposit slip should be filled out using your own name and address. Assume that your account number is 5-021-713 and that you are depositing $50.00 in cash (currency) and a check worth $147.48. Use January 30 as the date of your deposit.



John W. Doe
Rt. 2 Box 141
Any Town, Va. 22540

DATE January 30 19 76

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CURRENCY	50	00
COIN		
CHECKS	147	48
TOTAL DEPOSIT	197	48

ACCOUNT NUMBER
5-021-713

[redacted]

68-618
514

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

First National Exchange Bank
Blacksburg, Virginia

HARLAND 105 1-73

⑆0514⑈0618⑆

C. The page from a check transaction register should be completed as shown below. The two checks (Section A) should have been subtracted from the beginning balance of $250.00 and the deposit (Section B) should have been added. Also, a $0.10 service charge should have been subtracted on February 2 when the bank statement was received.

BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE		CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT		✓	AMOUNT OF CHECK		BALANCE	
									250	00
1	6	101	Mack Tires				129	36	120	64
1	23	102	Auto Parts Co.				41	59	79	05
1	30		Deposit	197	48				276	53
2	2		Service Charge					10	276	43

III. Purpose and Objective

A. Purpose

The purpose of this learning activity is to provide each student an opportunity to acquire knowledge and experience in maintaining a checking account. The student should learn to properly write checks, make deposits, and balance a checkbook accurately.

B. Objective

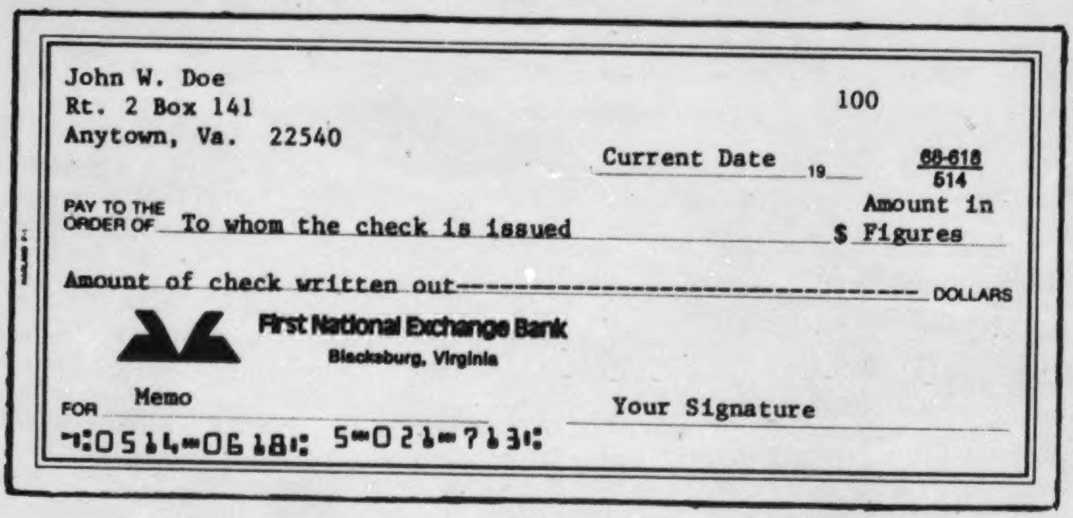
Upon completion of this learning activity, you will be able to properly fill out checks and deposit slips, and you will be able to accurately balance a checkbook.

IV. Learning Activities

A. Read the following information pertaining to checking accounts.

1. Checks are very popular in today's society because they are safe and convenient.
2. A person should never send cash through the mail; it is much safer to use a check.
3. Checks should always be written in ink so they cannot be changed.
4. Cancelled checks serve as good receipts for bills that have been paid.
5. Bank statements and cancelled checks are usually sent out once a month. The bank statement will list all checks received, deposits made, bank charges (if any) and balances.

B. Study the following examples of checks.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

100

Current Date 19___ 68-618/514

PAY TO THE ORDER OF To whom the check is issued $ Amount in Figures

Amount of check written out ---------------------------------- DOLLARS

First National Exchange Bank
Blacksburg, Virginia

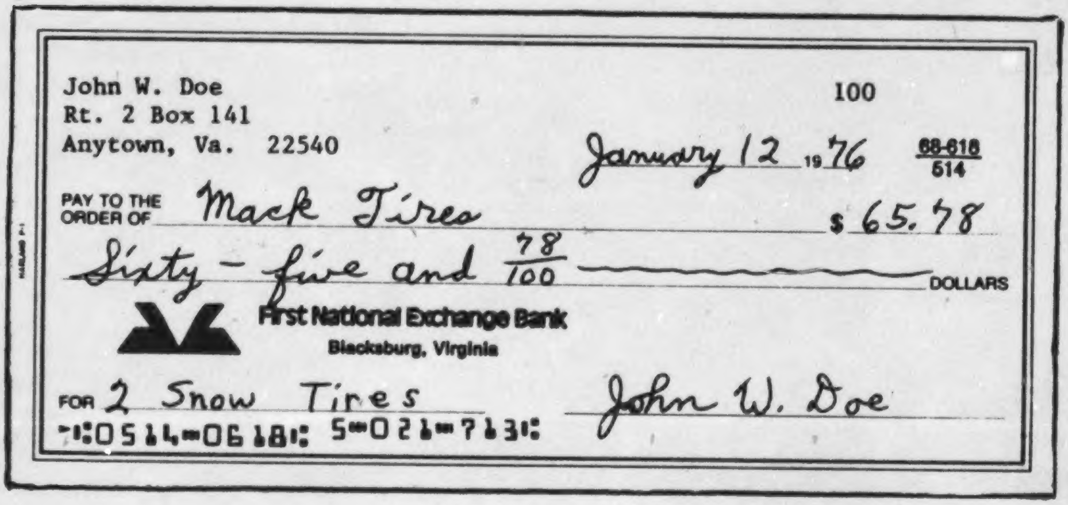
FOR Memo Your Signature

⑆0514⑈0618⑆ 5⑈021⑈713⑈

1. Once you have established a checking account at a bank, you will receive checks that are pre-printed with your name and address. Also, each check will be numbered (100 in this example) and will contain your individual account number (such as 5-021-713) at the bottom of the check.

2. The numbers in the lower lefthand corner (0514-0618) identify your particular bank.

3. Below is a check which is correctly filled out using this information: Payable to Mack Tires in the amount of $65.78 for two snow tires on January 12, 1976.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

100

January 12 1976 68-618/514

PAY TO THE ORDER OF Mack Tires $ 65.78

Sixty-five and 78/100 ------------ DOLLARS

First National Exchange Bank
Blacksburg, Virginia

FOR 2 Snow Tires John W. Doe

⑆0514⑈0618⑆ 5⑈021⑈713⑈

C. Study this information related to deposit slips.

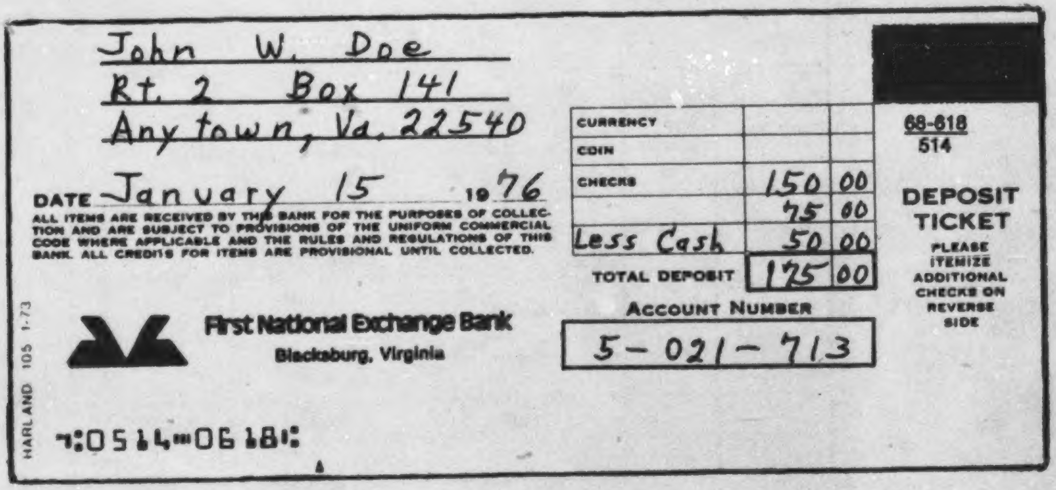
1. A deposit slip must be used each time you add money to your checking account.

2. Most banks provide pre-printed deposit slips that have your name, address, and account number already printed on the form.

3. Anytime you use a deposit slip that is not pre-printed, you must write in your name, address, and account number.

4. If depositing more than one check, you should list each one separately on the deposit slip. (SEE EXAMPLE BELOW.)

5. If you wish to receive some cash out of the checks you are depositing, then make a notation "Less Cash" and subtract this from the total amount of your checks. (SEE EXAMPLE BELOW.)



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

DATE January 15 1976

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

[redacted]

CURRENCY		
COIN		
CHECKS	150	00
	75	00
Less Cash	50	00
TOTAL DEPOSIT	175	00

ACCOUNT NUMBER
5-021-713

68-618
514

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

First National Exchange Bank
Blacksburg, Virginia

HARLAND 105 1-73

⑆0514⑉0618⑆

D. Study the following suggestions for maintaining an accurate check register.

1. Always keep the register up-to-date by filling it out at the time you write a check or make a deposit.

2. Record the number and date of each check so you can easily refer to it later.

3. Most banks charge a fee per check (about $0.10) when your balance drops below a certain amount (usually $100.00). Remember to deduct this service charge each time you receive a bank statement.

4. Below is an example of a check register which indicates this information:

   a. The beginning balance was $150.00.

   b. Check #100 was written to Mack Tires on January 12 for $65.78. This left a balance of $84.22.

   c. On January 15 a deposit of $175.00 was made. This raised the balance to $259.22.

   d. A bank statement received on February 2 indicated a deduction of $0.10 for service charge. This left a final balance of $259.12.

BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE		CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT		✓	AMOUNT OF CHECK		BALANCE	
									150	00
1	12	100	Mack Tires				65	78	84	22
1	15		Deposit	175	00				259	22
2	2		Service Charge					10	259	12

POST-TEST--MAINTAINING A CHECKING ACCOUNT

Directions: Please read each question carefully and follow all instructions.

A. Fill out the following checks according to the information given.

1. Make the check payable to Quality Clothing in the amount of $48.57 for a new overcoat. Use January 10 as the date of the check and sign your own name.

103

________________19___ 68-618/514

PAY TO THE ORDER OF ________________________ $________

________________________________ DOLLARS

First National Exchange Bank
Blacksburg, Virginia

FOR ____________________ ____________________

⑆0514⑈0618⑆ 5⑈021⑈713⑆

2. Make the second check payable to Ted's Sporting Goods in the amount of $27.50 for a new fishing rod and reel. Use January 24 as the date of the check and sign your own name.

104

________________19___ 68-618/514

PAY TO THE ORDER OF ________________________ $________

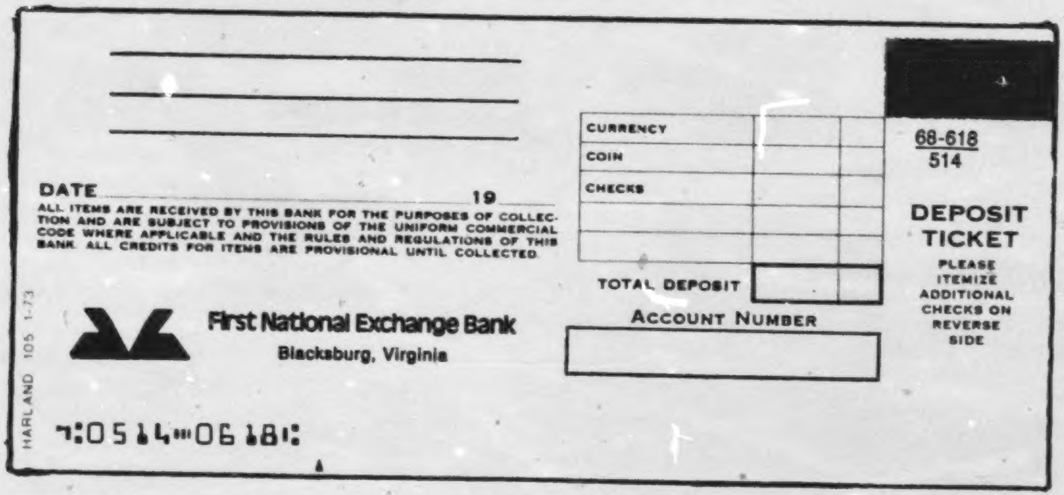
________________________________ DOLLARS

First National Exchange Bank
Blacksburg, Virginia

FOR ____________________ ____________________

⑆0514⑈0618⑆ 5⑈021⑈713⑆

B. Fill out this deposit slip using your own name and address. Assume that your account number is 5-021-713 and that you are depositing $30.00 in cash (currency) and a check worth $95.00. Use January 28 as the date of your deposit.



DATE ______________________ 19____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CURRENCY		
COIN		
CHECKS		
TOTAL DEPOSIT		

ACCOUNT NUMBER

68-618
514

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

First National Exchange Bank
Blacksburg, Virginia

HARLAND 105 1-73

:0514"0618:

C. Complete the following page from a check transaction register by recording the two checks (Section A) and the deposit (Section B). Assume that your beginning balance was $125.00.

NOTE: Most banks collect a service charge of $0.10 per check whenever your balance drops below $100.00. You should deduct the appropriate service charge from your check register balance each time you receive a bank statement (usually at the end of each month). For this example, assume that you received a bank statement on February 2 and the amount of service charge was $0.20.

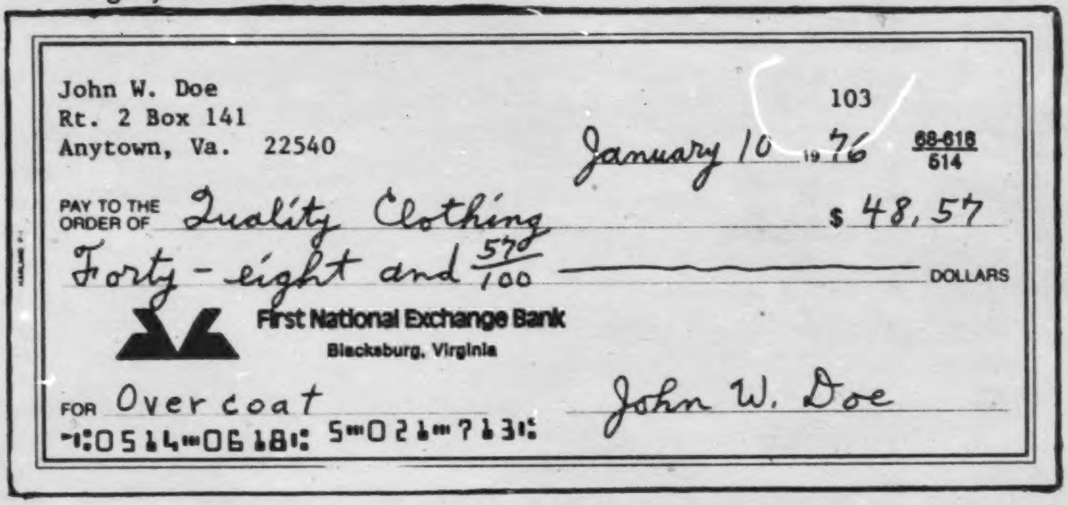
BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE	CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT	✓	AMOUNT OF CHECK	BALANCE

POST-TEST KEY--MAINTAINING A CHECKING ACCOUNT

A. The checks should be filled out properly as shown below.

1. Make the check payable to Quality Clothing in the amount of $48.57 for a new overcoat. Use January 10 as the date of the check and sign your own name.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

103

January 10 19 76

68-618
514

PAY TO THE ORDER OF Quality Clothing $ 48.57

Forty-eight and $\frac{57}{100}$ DOLLARS

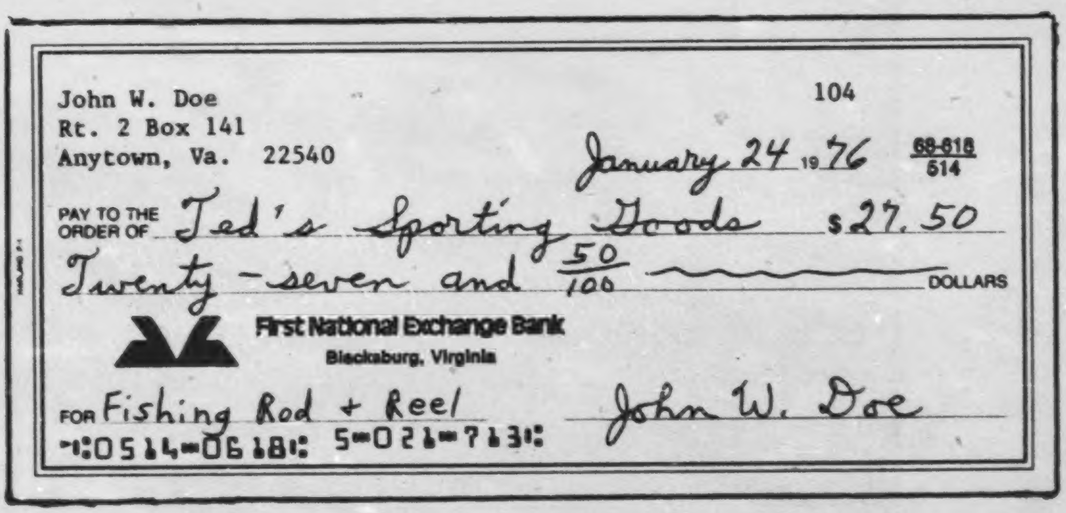
First National Exchange Bank
Blacksburg, Virginia

FOR Overcoat

John W. Doe

0514 0618 5 021 713

2. Make the second check payable to Ted's Sporting Goods in the amount of $27.50 for a new fishing rod and reel. Use January 24 as the date of the check and sign your own name.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

104

January 24 19 76

68-618
514

PAY TO THE ORDER OF Ted's Sporting Goods $ 27.50

Twenty-seven and $\frac{50}{100}$ DOLLARS

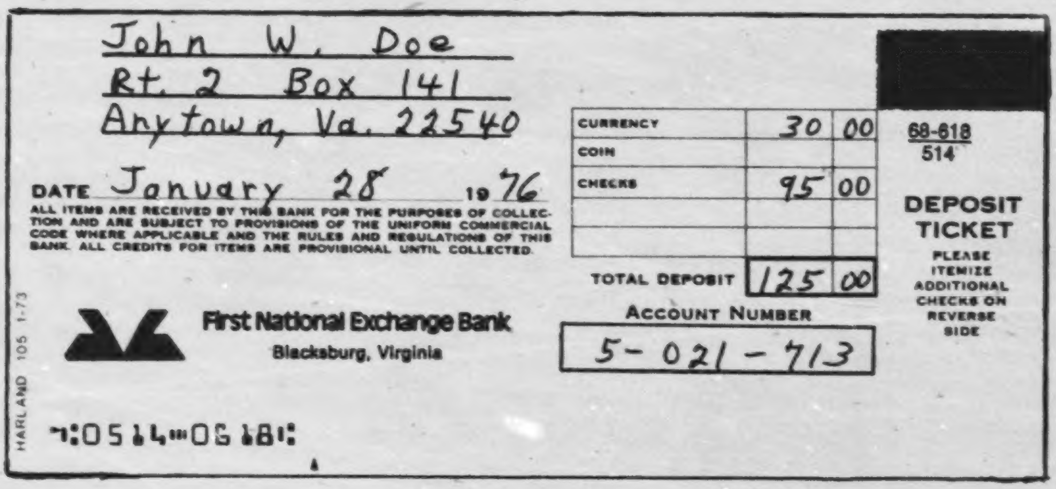
First National Exchange Bank
Blacksburg, Virginia

FOR Fishing Rod + Reel

John W. Doe

0514 0618 5 021 713

B. The deposit slip should be filled out using your own name and address. Assume that your account number is 5-021-713 and that you are depositing $30.00 in cash (currency) and a check worth $95.00. Use January 28 as the date of your deposit.



John W. Doe
Rt. 2 Box 141
Anytown, Va. 22540

DATE January 28 1976

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CURRENCY	30	00
COIN		
CHECKS	95	00
TOTAL DEPOSIT	125	00

ACCOUNT NUMBER
5-021-713

68-618
514

DEPOSIT TICKET

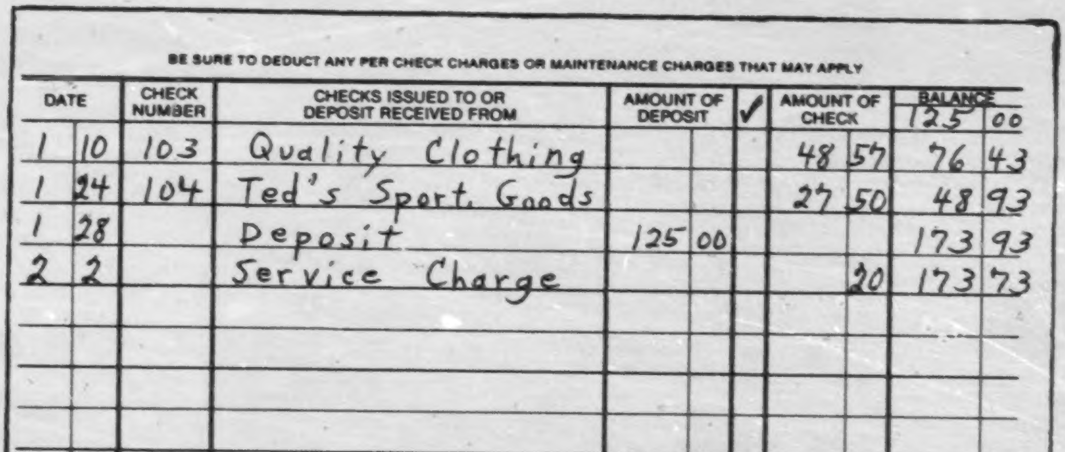
PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

First National Exchange Bank
Blacksburg, Virginia

HARLAND 105 1-73

⑆0514⑉0618⑆

C. The page from a check transaction register should be completed as shown below. The two checks (Section A) should have been subtracted from the beginning balance of $125.00 and the deposit (Section B) should have been added. Also, a $0.20 service charge should have been subtracted on February 2 when the bank statement was received.



BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE		CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT		✓	AMOUNT OF CHECK		BALANCE	
									125	00
1	10	103	Quality Clothing				48	57	76	43
1	24	104	Ted's Sport. Goods				27	50	48	93
1	28		Deposit	125	00				173	93
2	2		Service Charge					20	173	73

UNIT TITLE: Working Is For Everyone

LESSON TITLE: Working Parents

STUDENT OBJECTIVE:

Given classroom instruction and a matching paper and pencil test, the student will distinguish between the advantages and disadvantages of both parents working outside the home with 100% accuracy.

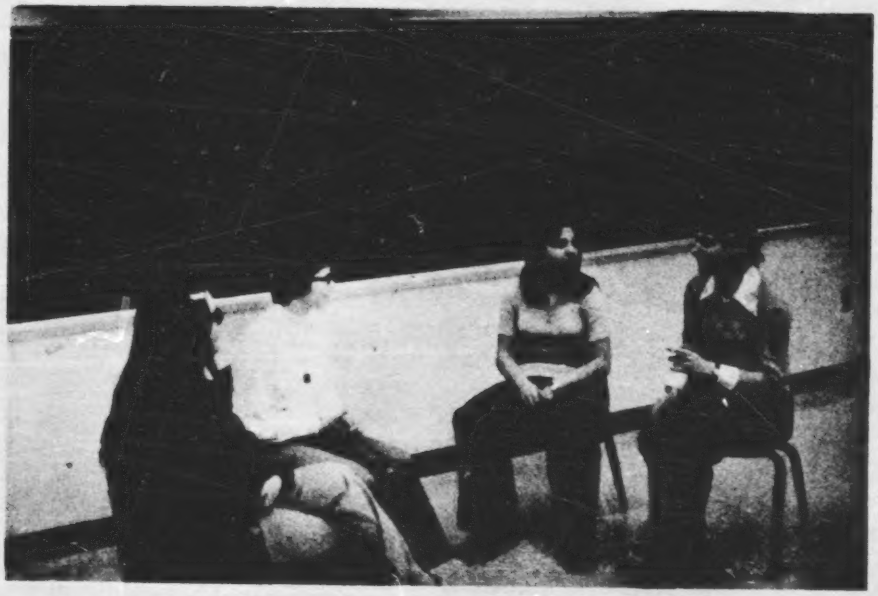
MOTIVATION TECHNIQUE:

Tell students a day in advance that there will be a debate on the topic "Should Both Parents Work Outside the Home?" Ask them to bring to class some documented facts on both parents working, from such sources as books, newspapers, magazines, radio, television, encyclopedias, journals, and pamphlets.

Inform the students that the debate will be a competitive event in which the whole class will participate.

LEARNING ACTIVITIES:

The learning activity for this lesson is a debate on the following topic: Resolved, "In our modern society both parents should work outside the home." See TM #1 for rules for the debate. Write the resolution on the chalkboard and explain the format of the debate before proceeding.



TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Material (TM) #1 - "Rules for the Debate"

B. Student Material (SM) #1 - "Advantages and Disadvantages of Both Parents Working"

II. References

A. Bredemeier, Mary, and J. Henry Zanzalari. The Worker in Modern Society. New Brunswick, New Jersey: Curriculum Laboratory, Rutgers University, 1974.

B. Senesh, Lawrence. Our Working World Families. Chicago, Illinois: Science Research Associates, Inc, 1973.

C. Warner, Ray D. My Parents Work From A to Z. Salt Lake City, Utah: Vocational Education Division, Utah State Department of Public Instruction.

CONTENT SUMMARY:

Resolved, "In our modern society both parents should work outside the home."

A. Affirmative
   1. With our present economic conditions, the income of both parents is required to maintain an average standard of living.
   2. Work is an enjoyable part of life and everyone should have the opportunity to establish a career.
   3. Children whose parents both work develop a positive attitude toward work.
   4. Mothers who work outside the home are more satisfied with themselves.
   5. Parents have an opportunity to reach their potential as individuals when they work outside the home.

B. Negative
   1. At least one parent should be in the home at all times to provide a suitable environment for children during their formative years.
   2. There is not time for both parents to work outside the home, do the domestic chores, and still have leisure time.
   3. Children whose parents both work lack discipline and respect for their parents.
   4. Parents who both work may become competitive and lose their respect for each other.
   5. A family may let money become too important and lose their respect for more intangible things.

EVALUATION TECHNIQUE:

The student will be asked to indicate which statements are advantages and which statements are disadvantages of both parents working (SM #1).

Rules for the Debate

1. Explain the rules of the debate to the students.
2. Divide the class into two groups, one affirmative (supporting the resolution) and one negative (refuting the resolution).
3. Give the groups 15 minutes to compile their information, organize, select two debaters, and prepare opening remarks.
4. Arrange the room so that the four debaters are in the front of the room facing each other.
5. The following format will be used for the debate with the teacher as the time keeper:
   - A. first affirmative speaker - opening remarks (3 minutes)
   - B. second negative speaker - questions first affirmative (1 minute)
   - C. first negative speaker - opening remarks (3 minutes)
   - D. second affirmative speaker - questions first negative (1 minute)
   - E. second affirmative speaker - remarks (3 minutes)
   - F. first negative speaker - questions second affirmative (1 minute)
   - G. second negative speaker - remarks (3 minutes)
   - H. first affirmative speaker - questions second negative (1 minute)
   - I. prepare rebuttals(5 minutes)
   - J. first affirmative speaker - rebuttal(2 minutes)
   - K. first negative speaker - rebuttal(2 minutes)
6. All students except debaters will vote by a written vote to decide which team wins the debate. (Caution the students to make a valid appraisal of the debate.)

The Advantages and Disadvantages of Both Parents Working

Indicate which statements are advantages and which are disadvantages of both parents working by placing an "A" for advantages and a "D" for disadvantages.

___ Both the mother and the father will share responsibility in domestic (housekeeping) duties.

___ Both the mother and the father can feel that their jobs are important to them.

___ Both the mother and the father will probably have less time to spend with their children.

___ The family unit will have more money to spend for material things.

___ Children will assume more responsibility for themselves and their home.

___ Both the mother and the father can gain satisfaction from their work.

___ Children may learn to work at an earlier age.

___ Work will assume an important role in family affairs.

___ Other agencies, such as day care centers and schools, will assume more of the child-training roles.

___ The roles of mother and father in our society may change.

UNIT TITLE: Working Is For Everyone

LESSON TITLE: Budgeting Your Time

STUDENT OBJECTIVE:

Given the problem "Budget Your Time For One Week" in a classroom situation of supervised study, the student will develop a personal budget with 100% completion and acceptability.

MOTIVATION TECHNIQUE:

Illustrate the importance of budgeting time by citing the following facts and figures.

If you waste five minutes out of each hour during the day, this amounts to a total of 120 minutes or two hours that are forever lost. The figures are even more astounding when viewed on a weekly or monthly basis.

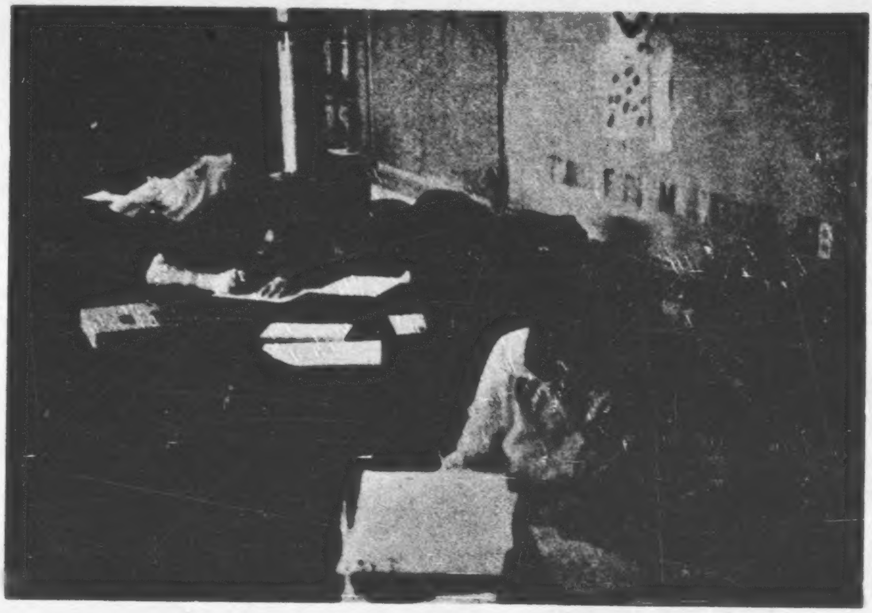
Daily: 5 min, each hr. = 120 min. per day = 2 hr. per day

Weekly: 2 hrs. per day X 7 days = 14 hrs. per week

Monthly: 2 hrs. per day X 30 days = 60 hrs. per month = 2 1/2 days

Yearly: 60 hrs. per month X 12 months = 720 hrs. = 30 days

As you can see, wasting five minutes each hour of the day amounts to a total loss of one month in a year's time. Therefore, it is very important for each person to budget his time and make every minute count.



LEARNING ACTIVITIES:

Have each student complete a "Budget Your Time For One Week" (SM #1) as a supervised study. At the end of the study period, the teacher should lead the class in a group discussion of problems encountered in making the most efficient use of time.

NOTE: If not familiar with supervised study as a method of teaching, the instructor should read "Conducting Supervised Study" (TM #1).

TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Material (TM) #1 - "Conducting Supervised Study"

B. Student Material (SM) #1 - "Budget Your Time for One Week"

II. Reference

Grimes, L.A., Jr. Student's Personal Adjustment to Work. Austin, Texas: Instructional Materials Service, The University of Texas, 1973.

CONTENT SUMMARY:

I. Importance of a Time-Budget

   A. When properly planned, a budget makes wise use of all available time.

   B. Less time is wasted when a person is well organized and plans his daily activities.

   C. A good time-budget provides for leisure activity which is important to the health and well-being of each individual.

II. Considerations When Budgeting Time

   A. No one is expected to develop a written time-budget for each day of his life. However, for someone who has never budgeted his time before, it would be wise to make a written budget for a couple of weeks.

   B. After gaining experience in developing a written budget, a person should then be able to plan the use of his time each day without writing it down.

   C. Always consider the essential activities first, i.e., sleeping, eating, and working. Then plan for other events in their relative order of importance.

   D. Don't expect a time budget to be perfect! Unexpected problems will often arise and upset even the best budget.

EVALUATION TECHNIQUE:

Check each student to see that he has adequately completed his Time-Budget (SM #1).

Conducting Supervised Study

Supervised study is a directed study in the classroom or laboratory by pupils under the guidance and supervision of the teacher. One of the main objectives of this teaching method is to teach students how to read effectively, evaluate materials, and arrive at decisions in problem-solving. Following is a breakdown and explanation of the four major steps in conducting supervised study.

1. Making Preparations:

Determine the approximate amount of time that will be available for the study period and include this in the lesson plan. Secure available reference material and prepare student handouts. Study the material to be used to become familiar with it.

2. Making the assignment:

Success with supervised study demands:
(1) that the students have a problem to solve,
(2) that the students are interested in the problem, and
(3) that the students are aware that they lack some facts and information and know that the references will provide them.
Take the necessary time to make the assignment clear and definite, listing brief questions or topical items on the board to guide the study.

3. Supervising the study:

Train the students to begin work promptly. Be systematic in the distribution of reference material. Student monitors may be appointed or the teacher may do this himself.
Nothing should be allowed to interfere with the concentration of the students during the study period. Instruct students who need help to raise their hands. Give necessary instructions or information in an undertone. Move quietly about the group. See that students are comfortable and in situations favorable for doing their best work. The teacher should wait a few minutes after the period has begun and then briefly inspect the work of each student to see that he is "on the right track." If a student finishes ahead of the class, inspect his work. If superficial, have him restudy; if acceptable, have supplementary material on hand for him to use.

4. Closing the period:

The period should be promptly closed when a majority of the class has finished. Do not ask the students if they are ready to stop, but announce the time yourself. In a double class-period, the study period may vary from 15 to 30 minutes. In the hour-period it should probably vary from 10 to 20 minutes. Usually some recognition should be given to students for their good work by being asked to recite or by encouraging comments. Those who have done poor work should be shown their weaknesses.

Budget Your Time for One Week

Directions

Assume that you are either the husband or the wife in the following situation. Budget your time for one week using the planning section at the bottom of this page and the time-table on the next page.

Mr. & Mrs. Jack Jones live in a country neighborhood about 20 miles from town. Both of them work from 8:00 a.m. to 5:00 p.m. Monday through Friday with an hour off for lunch each day (12:00 to 1:00 p.m.) They have one child (three-year old daughter) whom they leave at the Day Care Center each workday. It takes one half hour to travel from home to the Day Care Center and then to work each morning.

The Jones family attends church from 10:00 a.m. to 12:00 noon each Sunday. In addition, Mr. Jones is a member of the local Ruritan Club which meets once each month on Thursday night from 7:00 to 9:00 p.m. (Assume that this is a regular meeting week.) Mr. Jones also has a hobby of rebuilding old cars; he enjoys this activity after work each day and on Saturdays.

Mrs. Jones is an active member of the Ladies Auxiliary which holds meetings each Wednesday night from 7:00 to 8:00 p.m. She likes to sew and make clothes for the members of her family.

All three members of the Jones family enjoy outdoor recreation on Sunday afternoons. They go on picnics in the summer and sight-seeing for wildlife in the winter.

Now it is your task to plan a weekly time budget for this active family. Don't forget to include time for sleeping (8 hrs. per night), eating, and other acts of human nature!

Activity	Hrs./day	No. days	Hrs./Week
Sleeping			
Eating			
Working			
Shopping			
Travel to and from Work			
Personal Hygiene (bath, etc.)			
Club Meetings			
Hobbies			
Odd Jobs (Feed pets, etc.)			
Medical Appointments			
Church Activities			
Family Fellowship (Games, Cards, etc.)			
Family Recreation			
Visiting Relatives & Friends			

Budget Your Time For One Week

Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Mid 12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
Noon 12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

UNIT TITLE: Working Is For Everyone

LESSON TITLE: Entering the Labor Force

STUDENT OBJECTIVE:

Given a "Job Selection Problem" in a classroom situation, the student will solve the problem with 100% completion.

MOTIVATION TECHNIQUE:

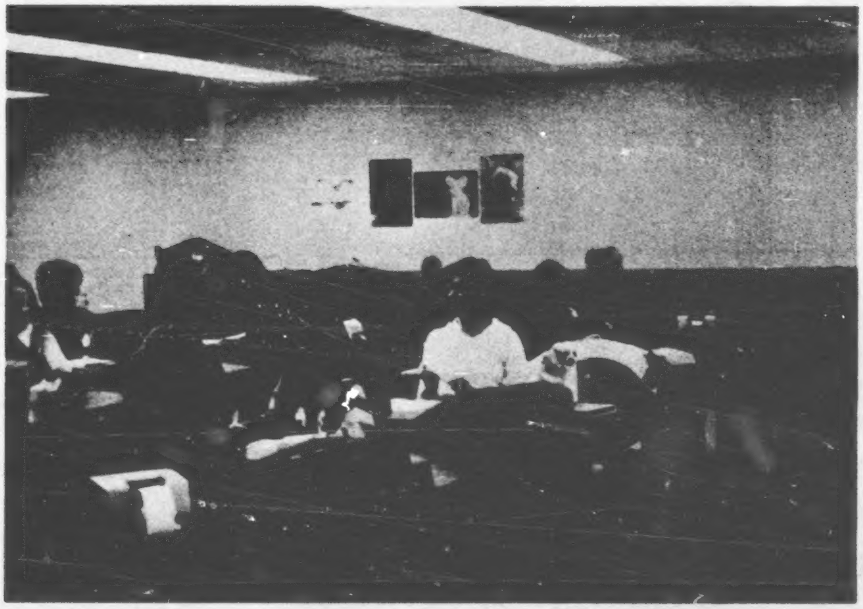
Provide the students with a list of unusual job titles (SM #1). Allow the students to briefly discuss the job titles and to write down their descriptions of the jobs. Tell the class members to keep their papers until the end of class at which time accurate descriptions for each job will be discussed.

NOTE: Correct descriptions of the jobs should not be provided at this time due to the nature of the upcoming Learning Activities.

LEARNING ACTIVITIES:

Through the use of a "Job Selection Problem" (SM #2), each student will have an opportunity to experience the real life situation of selecting a job. The student's choice of a job will indicate his inherent values and priorities when it comes to finding his place in the world of work.

NOTE: See Teacher Instructions Sheet for directions in organizing and supervising these learning activities.



TEACHING AIDS AND REFERENCES:

I. Aids

A. Teacher Material (TM) #1 - "Teacher Instructions Sheet and Key to Student Material #1"

B. Student Material (SM)
   1. SM #1 - "Job Descriptions"
   2. SM #2 - "Job Selection Problem"
   3. SM #3 - "Summary Data Sheet

II. Reference

U.S. Department of Labor. Dictionary of Occupational Titles Vol. I & II. Washington, D.C.: U.S. Government Printing Office, 1965.

CONTENT SUMMARY:

I. Job Titles

A. Not all job titles are truly descriptive of particular jobs.

B. Many extremely different jobs have similar titles.

C. The only way to fully understand a job title is to read a complete description of the job.

II. Job Selection

A. People select jobs for various reasons due to differences in individual values.

B. Few people select jobs based upon a single factor, such as money.

C. Some individuals prefer to work outside while others would rather work indoors.

D. Individual personalities also affect job selections.

E. One should gather all available information about a job before deciding to accept or reject an opportunity for employment.

EVALUATION TECHNIQUE:

Check each student to see that he has completed his "Job Selection Problem" (SM #2).

Teacher Instructions Sheet

The successful execution of this exercise will require a great deal of organization and supervision by the teacher. Please follow each of the detailed directions carefully and in sequence.

When preparing copies of the Student Materials for this activity, make one copy for each student of SM #2. Then make two copies of SM #3 for each student. Take one set of SM #3 and cut the sheets into strips according to the numbers 1-15.

Read the following instructions to the students:

"Now that we have completed a study of work ethics materials, it is time to determine how much background you have gained that will assist you in selecting a job. This exercise will test your ability to think and act as an individual in selecting the best job in a given situation. Since each of you hold individual values and goals, it is not expected for all of you to make the same decisions. Relax now and prepare for an "Adventure in Real Life!"

Give each student a copy of SM #2. Instruct the class to follow directions carefully and to make the best possible decision in each case based upon the available information. Do not provide any additional information at anytime!

Step 1: Ask each student to read the situation and the first part of the problem. Then ask each person to mark one of the choices in Section A, SM #2.

Step 2: Let each student select three pieces of information under Section B, SM #2. Provide this information by giving three selected strips of paper to each person (These are the strips cut from SM #3.)

Step 3: Have each student mark his choice under Section C (SM #2) based upon the information which is now available. (NOTE: Student may change from his original choice.) Ask each person to write a brief reason for his current decision. If time permits, these reasons might be discussed as a group.

Step 4: Give each student a Summary Data Sheet (SM #3) that completely describes each job. Ask each person to make his final decision and to list some reasons for this decision.

Step 5: Engage in a classroom discussion as to the value of this exercise. Expected responses:

I. People select jobs based upon their individual values and the relative importance of certain job factors.
II. Not everyone selects a job that pays the most money.
III. Some people prefer outdoor jobs while others would rather work inside.
IV. A job title does not always identify a job accurately. Therefore, a complete job description is needed before one can intelligently select or reject a job offer.

As a final activity, ask the students to discuss their responses to the jobs listed in SM #1. Then provide the correct answers as shown in the key below.

Key to Description of Jobs in Student Material #1

Alley Boy - Also called a "Pin Boy." He sets up pins in a bowling alley and returns thrown balls to the customer.

Blade Man - One who operates a vehicle equipped with a scraper blade to level a road bed.

Case Closer - Also called a "Package Sealer." This person seals filled cardboard boxes, cartons, paper, cellophane, or plastic bags by hand or machine.

Pot Drier - One who tends to a machine that dries newly formed pottery or porcelain ware.

Toe Pounder - A person who tends to a machine which pounds down and buffs the leather on the toes of shoes.

Job Descriptions

Many jobs have unusual titles and cannot be readily identified by their names. Write a brief description which reflects your interpretation of each of the following jobs.

Alley Boy -

Blade Man -

Case Closer -

Pot Drier -

Toe Pounder -

Job Selection Problem

I. Situation:

You are suddenly out of a job and very much in need of a new one. At the present time jobs are very hard to get due to a high rate of unemployment.

Two jobs are available now. You can have either job! Two more jobs may be available in two weeks. You are not sure you can have either of these jobs.

II. Problem:

The two jobs available now are cat doctor and back builder. The two jobs available in two weeks are unknown. You can select the cat doctor or back builder job now or you can wait two weeks to decide on the other jobs.

A. What do you decide now? (without further information)

___ To take the cat doctor job.
___ To take the back builder job.
___ To wait two weeks.

B. Additional Information. You may now select three pieces of information from the following list. (Circle three.)

1. Salary of cat doctor.
2. Salary of back builder.
3. Names of two jobs in two weeks.
4. Duties of cat doctor.
5. Duties of back builder.
6. Working conditions of cat doctor.
7. Working conditions of back builder.
8. Duties of first job in two weeks.
9. Duties of second job in two weeks.
10. Salary of first job in two weeks.
11. Salary of second job in two weeks.
12. Kind of people you will be working with as a cat doctor.
13. Kind of people you will be working with as a back builder.
14. Qualification requirements of first two jobs (cat doctor and back builder).
15. Qualification requirements of last two jobs (available in two weeks).

C. After reading the three pieces of additional information, what do you decide now?

___ To take the cat doctor job.
___ To take the back builder job.
___ To wait two weeks.

Why have you made this decision?

____

____

D. Complete Information. You may now read the summary data sheet which completely describes each job. After reviewing this information, what is your final decision?

___ To take the cat doctor job.
___ To take the back builder job.
___ To apply for the first job in two weeks.
___ To apply for the second job in two weeks.

Why have you made this final decision?

____

____

SUMMARY DATA SHEET

1. Salary of cat doctor: $7.00 per hour.

2. Salary of back builder: $4.50 per hour.

3. Names of two jobs in two weeks:
   a. Door-to-door salesman
   b. Grocery store clerk

4. Duties of cat doctor: Perform mechanical repairs on caterpillar tractors used for road construction.

5. Duties of back builder: Assemble cushions for the backs of automobile and truck seats.

6. Working conditions of cat doctor: Outdoors, eight-hour day, hard labor.

7. Working conditions of back builder: Indoors, eight-hour day, moderate labor.

8. Duties of first job in two weeks: Selling ads in publications by contacting individuals and businesses.

9. Duties of second job in two weeks: Operating a cash register at a grocery store check-out-counter.

10. Salary of first job in two weeks: $2.50 per hour plus commission.

11. Salary of second job in two weeks: $3.75 per hour.

12. Kind of people you will be working with as a cat doctor: Mostly men, "hard hats," ages 24-40.

13. Kind of people you will be working with as a back builder: Mostly women, skilled laborers, ages 30-50.

14. Qualification requirements of first two jobs: Cat Doctor - men preferred, strong and mature, mechanically minded, hard workers.
Back Builder - women preferred, reliable and intelligent, willing to work alone.

15. Qualification requirements of last two jobs:
First job - men or women, good verbal ability, friendly personality and ability to persuade.
Second job - men or women, good mathematical ability, friendly personality and likes to stand in one spot long periods of time.